



Nebraska State  
College System

CHADRON | PERU | WAYNE

# STATE COLLEGES FOR NEBRASKA



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STRATEGIC PLAN **2025**

JANUARY, 2021 UPDATE



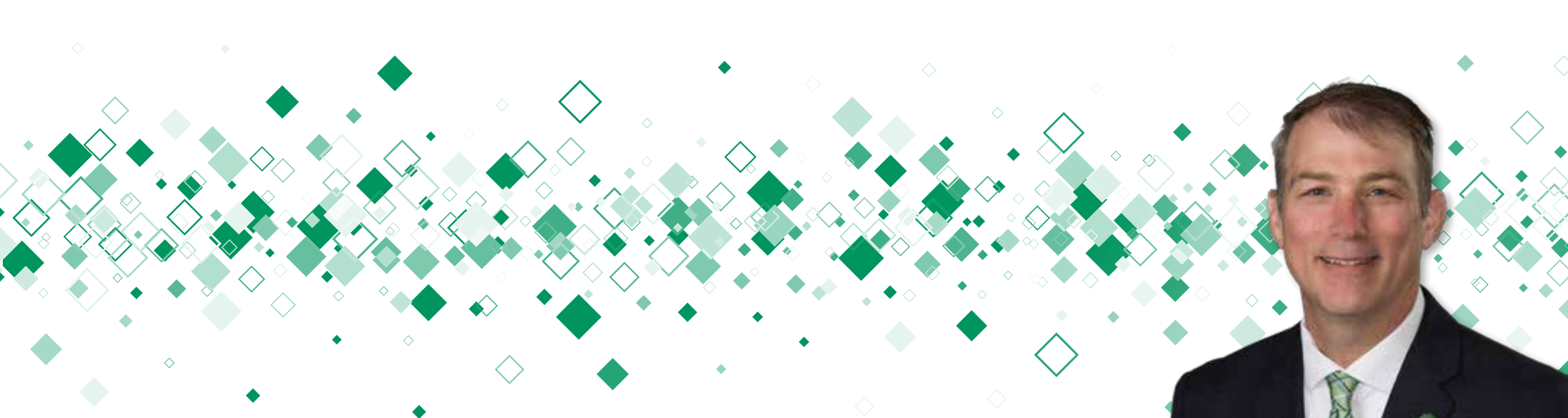
Nebraska State  
College System



CHADRON  
STATE COLLEGE



Published: January, 2021



## CHANCELLOR'S MESSAGE

“While the Colleges have evolved considerably over the past 150 years, their commitment to ensuring students success and completion pathways remains a cornerstone of their mission to serve the State’s education and workforce needs.”

The Nebraska State College System has provided educational opportunities for Nebraska for more than 153 years. Peru State College became the first public four-year post-secondary institution in the State in 1867 and was Nebraska’s first normal school. Investments in 1910 created Wayne State College, followed by Chadron State College in 1911.

While the Colleges have evolved considerably over the past 150 years, their commitment to ensuring students success and completion pathways remains a cornerstone of their mission to serve the State’s education and workforce needs. Additionally, the State College System remains focused on its critical access and affordability mission that is instrumental in improving the degree attainment needs of Nebraska’s citizens for an ever-evolving economy.

The *State Colleges for Nebraska: 2025 Strategic Plan* was developed in 2019 to build on the legacy of Chadron, Peru, and Wayne State Colleges by concentrating efforts on continuous improvements in the areas of:

- 1) Student Success & Completion;
- 2) Institutional & Academic Quality;
- 3) Workforce & Economic Impact; and
- 4) Access & Affordability.

College Administration, faculty, and staff at each institution are committed to prioritizing twenty performance metrics selected across these four broad outcomes. We intend to maintain and develop strategies and initiatives to help the Colleges improve the overall student experience and preserve the legacy of the State Colleges for Nebraska. This second annual report for the 2025 Strategic Plan provides stakeholders with an update on the progress made on these performance metrics and greater detail on the System and College efforts to make continuous improvements. The scorecard provides a quick overview of our successes with green indicators while emphasizing those areas where targeted intervention is necessary (referenced by yellow and red indicators).

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# OVERVIEW

The goal in developing the 2025 Strategic Plan for the Nebraska State College System was to answer one important question, “What outcomes do stakeholders in Nebraska expect for the resources allocated to Chadron, Peru, and Wayne State Colleges?” Faculty, staff, students, administrative leadership, and alumni comprising a 36 member task force spent six months developing a strategic planning framework in response to this question. Throughout these conversations, four outcomes were refined and further operationalized to ensure alignment with the mission and vision at each College. These outcomes include:

- **Students Success & Completion** – Ensure all students receive necessary support and resources to

enable successful progression and on-time degree completion.

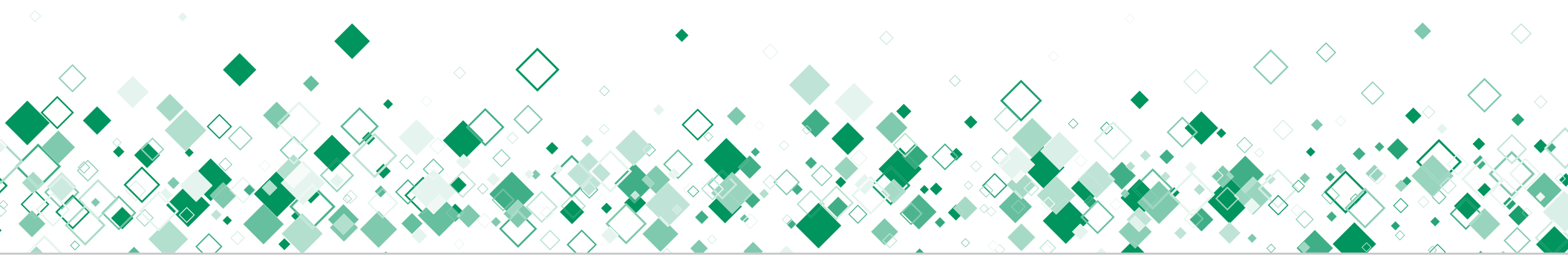
- **Institutional & Academic Quality** – Deliver an array of high-quality academic programs and curricular activities that successfully prepare students for the range of careers they will experience after graduation.
- **Workforce & Economic Impact** – Expand capacity for the Colleges to produce graduates who meet the workforce needs for Nebraska and to strengthen the Colleges’ role as change agents for the rural communities they serve.
- **Access & Affordability** – Preserve the open-access

mission providing all students with an equitable opportunity to pursue affordable undergraduate and graduate degree options in Nebraska.


A set of twenty performance metrics are aligned to each of the four primary outcomes designed to drive College and System initiatives. As these performance metrics were refined, trends were evaluated to assess the current trajectory during the past decade. For several metrics, positive trends are reflected, which were used to set specific benchmarks for the System by 2025. For other metrics, important gap groups were identified to encourage critical growth in serving underrepresented student populations over the next six years. When undesirable trajectories emerged, performance goals


were identified to change course and put the System on a path of improvement.

A common concern of strategic planning is once the process has concluded, the outcomes of the effort are soon forgotten. The approach outlined above was taken to avoid this critical misstep. This report serves as the second installment of the 2025 Strategic Plan report where progress was made on eleven (55%) of the performance metrics this past year. The green, yellow, and red indicators on the scorecard are intended to provide direction for where additional attention will need to be devoted this coming year to realign to the existing benchmarks.




**1,820**  DEGREES AWARDED DURING THE 2019-20 YEAR BY THE STATE COLLEGES

**44%**  FIRST-GENERATION STUDENTS AT THE STATE COLLEGES

**71%**  OF STATE COLLEGE FRESHMEN RETURN FOR THEIR SOPHOMORE YEARS



  
**446** TRANSFER  
DEGREES  
AWARDED  
IN 2019

## GOAL: **Student Success and Completion**

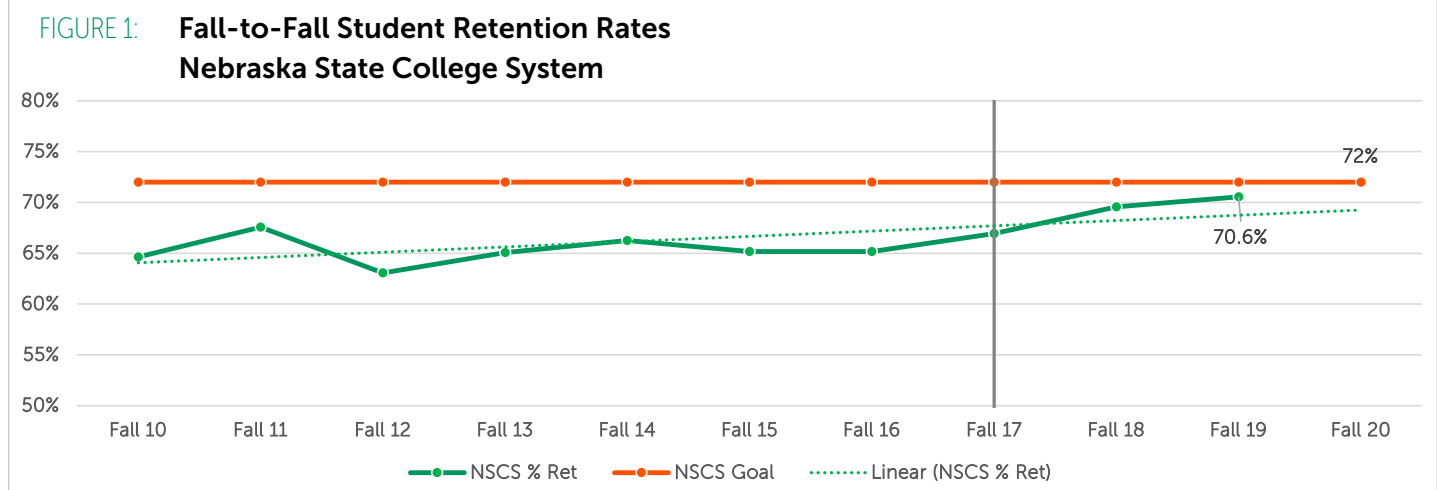
*Ensure all students receive the necessary support and resources to enable successful progression and on-time degree completion.*

An essential function for any post-secondary institution is to ensure its students can successfully navigate to degree completion. The State Colleges operationalized Student Success & Completion to provide timely progression for all students in the System. Six performance metrics were identified to measure the Colleges' success through 2025. Student first-year retention is an essential preliminary indicator that ensures students successfully overcome the many hurdles/challenges they may face during their freshman year. Additionally, increasing the overall graduation rate for students signifies the State Colleges are fulfilling their promise to help students achieve degree attainment to enter the workforce in their chosen careers. The State Colleges also seek to close the sizable retention and degree attainment gap that exists for many Pell Eligible students who are served each year. Finally, meeting Nebraska's workforce needs requires an increase in graduate production to meet an ever-expanding attainment goal necessary to remain economically competitive with other states and countries around the world. The Colleges seek to meet these workforce needs by growing their traditional student populations and setting goals for expanding the number of transfer students who earn their degrees from each of the three State Colleges.

# Student Retention Rates<sup>1</sup>

## INDICATOR 1

*The percentage of first-time, full-time students retained at the State Colleges has remained relatively consistent over the past decade at just above 65%. The most recent cohort increased by over 1% when comparing students entering in Fall 2018 (69.6%) to the 2019 cohort (70.6%).*



A central mission of the State Colleges is to provide degree program offerings for a traditional age freshman in the region. A large percentage of NSCS freshmen students entering each year identify as first-generation students, who face significant barriers as they transition into their post-secondary experience. Providing student support services to assist with this transition is vital to ensure a successful first-year experience

and lay the foundation for future on-time degree completion. The State Colleges engage in a variety of initiatives designed to increase retention rates for all students. These include transitional course support, intrusive advising, and services that increase self-efficacy and resilience. These activities are critical in helping students overcome the range of personal and academic challenges they face on their pathways toward earning

their degrees. The goal of reaching 72% by 2025 was established by evaluating data available through The Consortium for Student Retention and Data Exchange (CSRDE)<sup>2</sup> which has set this benchmark for comparing the three State Colleges against respective peers with similar student characteristics.

- Progress Toward Goal:**
- 1.0% Increase (1-Year Δ)
  - 3.7% Increase (2-Year Δ)

## Retention – A Campus-wide Focus at Chadron State

Chadron State College has taken specific steps through its Strategic Enrollment Management Team (SEMT) to improve student retention resulting in an overall first-year retention rate of 69% for the Fall 2019 term. A Peer Mentorship Program established in Fall 2019 with 180 pilot students resulted in a 77% retention rate for participants and Chadron State expects this program to impact retention in the future positively. Additionally, the Transitional Studies Program and TRIO continue to impact at-risk students. The College also implemented a relational and intrusive advising model for students, as well as a training program for faculty. Acknowledging the faculty’s vital role in retention efforts, annual evaluations for faculty now include a goal related to retention or recruitment.



### College Level Data

FIGURE 1A: Fall-to-Fall Student Retention Rates by College

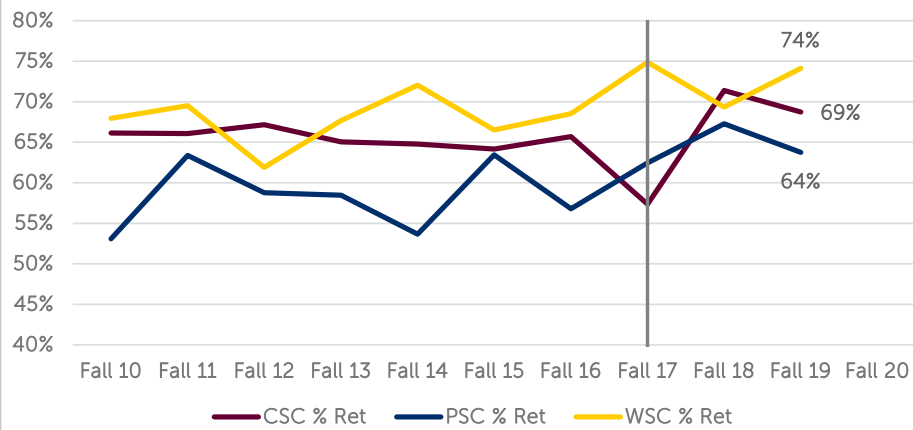


TABLE 1: Student Success & Completion: Student Retention Rates

Cohort	CSC	PSC	WSC	System
Fall 09	66%	61%	68%	66.2%
Fall 10	70%	53%	68%	65.8%
Fall 11	66%	63%	70%	67.8%
Fall 12	66%	59%	62%	62.8%
Fall 13	67%	58%	68%	65.8%
Fall 14	65%	54%	72%	66.4%
Fall 15	65%	63%	67%	65.6%
Fall 16	64%	57%	69%	64.9%
Baseline	66%	62%	75%	66.9%
Fall 17	66%	62%	75%	66.9%
Fall 18	71%	67%	69%	69.6%
Fall 19	69%	64%	74%	70.6%

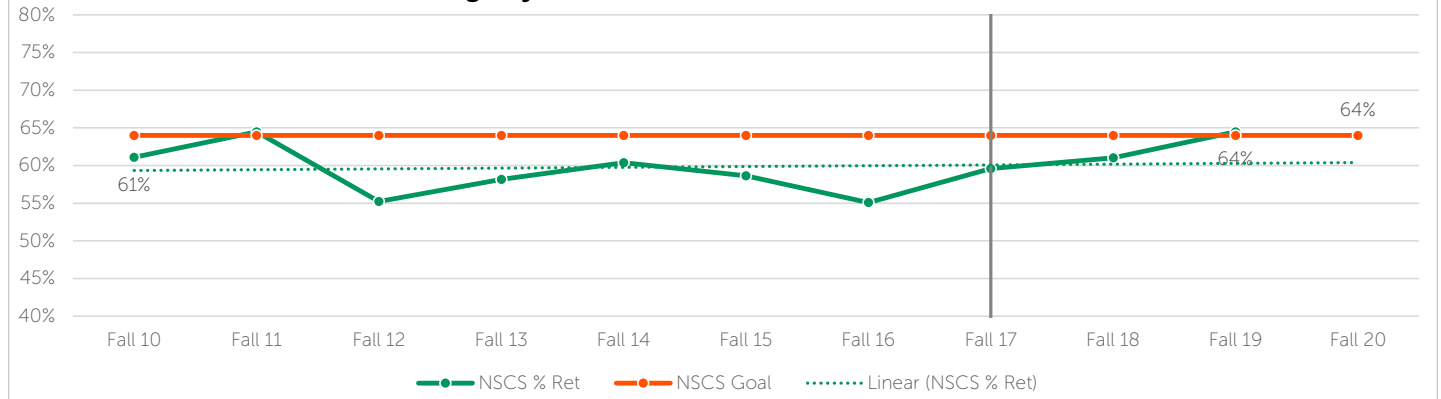


# Pell-Eligible Student Retention Rates

## INDICATOR 2

*The overall number of students retained in the State College System has increased gradually over the past decade, improving this past year to 64%. This increase to 64% retention of Pell-Eligible students achieves a high that had previously been set by the Fall 2011 cohort. Although the System has shown success in closing the gap for Pell-eligible students, meeting the 64% goal established two years ago, the Colleges will continue to work toward bringing retention in line with the general student population documented in Indicator 1.*

**FIGURE 2: Pell-Eligible Student Retention Rates Nebraska State College System**



A central goal of the Nebraska State College System is to provide an affordable and open access mission for Nebraska students, indicating the three Colleges will be the institutions of choice for a higher percentage of low-income and first-generation students. Many of these students are likely to be Pell-eligible and require additional financial and support services to ensure they

can successfully navigate the first-year experience at their institution of choice. Eliminating the existing gap in Pell-eligible student retention has been identified as an important metric to ensure future retention rates for this specific student population to mirror the traditional student population across the System. The goal through 2025 is to make progress toward slowly

eliminating this gap for this subset of students and increase the retention rate to 64% to bring it closer in line with the existing rate for first-time, full-time cohorts that attend the State Colleges.

### Progress Toward Goal:

- 3% Increase (1-Year Δ)
- 4% Increase (2-Year Δ)



## Students Receive Individual Attention at Peru State

Peru State College’s commitment to providing an affordable higher education option is supported by the substantial growth in its retention of Pell-eligible students over the past seven years.

Retention and degree completion remain top priorities for Peru State. The College has developed an internal model identifying at-risk students; implemented the Peru Academic Liaison (PAL), which provides all new students with on-campus support and ensures at-risk students receive special attention; and adopted Bobcat 360 software for entering academic alerts, tracking attendance, and communicating with faculty and staff who are working with students who are experiencing difficulties. In addition, students are encouraged to enroll in 15 credits each semester to keep them on track for graduation.

### College Level Data

FIGURE 2A: Pell-Eligible Student Retention Rates by College

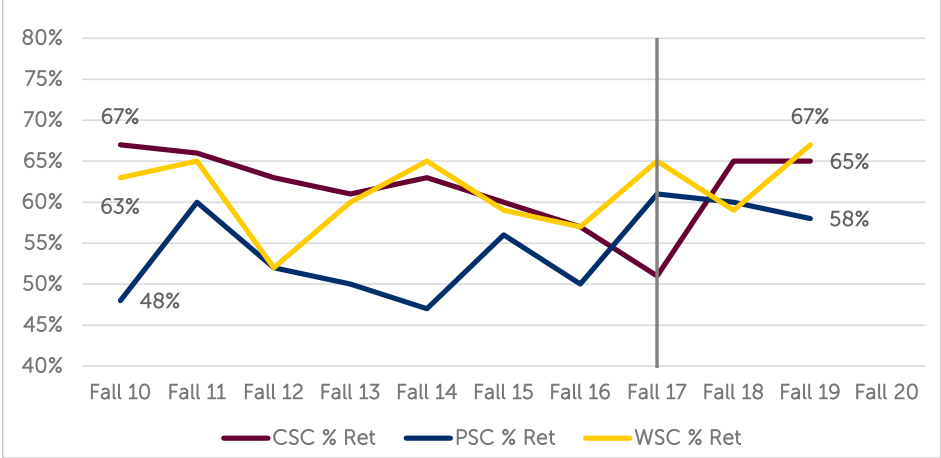


TABLE 2: Pell-Eligible Student Retention Rates

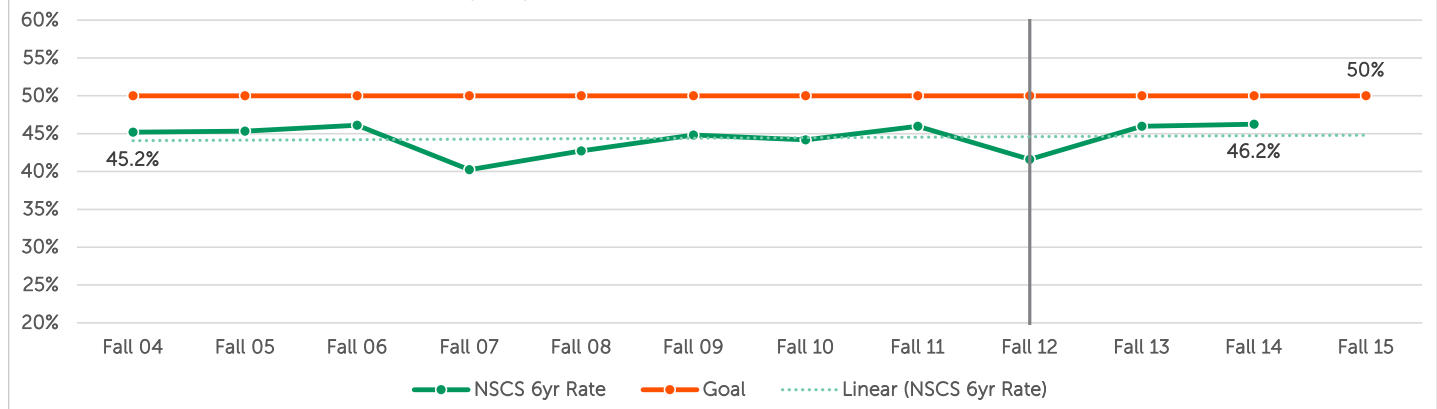
Cohort	CSC	PSC	WSC	System	
Fall 10	67%	48%	63%	61%	
Fall 11	66%	60%	65%	64%	
Fall 12	63%	52%	52%	55%	
Fall 13	61%	50%	60%	58%	
Fall 14	63%	47%	65%	60%	
Fall 15	60%	56%	59%	59%	
Fall 16	57%	50%	57%	55%	
Baseline	Fall 17	51%	61%	65%	60%
Fall 18	65%	60%	59%	61%	
Fall 19	65%	58%	67%	64%	

# Undergraduate Degree Completion Rates (6 Year)

## INDICATOR 3

*The State Colleges have maintained their overall six-year graduation rates over the past decade at a rate of roughly 45% for first-time, full-time undergraduate students finishing their degree within the 150% estimates used by the National Center for Educational Statistics (NCES). Approximately 46.2% of the students entering in the Fall 2014 cohort graduated within six years, with the State Colleges maintaining a 46% average for three of the past four years.*

**FIGURE 3: Undergraduate Degree Completion Rates by College (6 Year) Nebraska State College System**



Completion rates serve as a cumulative measure of an institution’s entire academic enterprise, as activities related to affordability, admission practices, available grant/aid, curriculum, academic, and student support services ultimately affect cumulative completion rates. Additionally, though a six-year graduation rate of under 50% may not seem

significant, it is important to note the current rate for the Nebraska State College System is strong considering the open-access mission across the Colleges. All three State Colleges report a rate either near or significantly above the rates maintained by other open admission peers across the country<sup>3</sup>. Despite this comparison against peer institutions, the Nebraska State

College System seeks to improve upon the overall graduation rate by five-percent through 2025, with a goal of achieving a 50% completion rate for the undergraduate cohort that entered each College during the Fall 2018 term.

**Progress Toward Goal:**

- 0.2% Increase (1-Year Δ)
- 4.6% Increase (2-Year Δ)



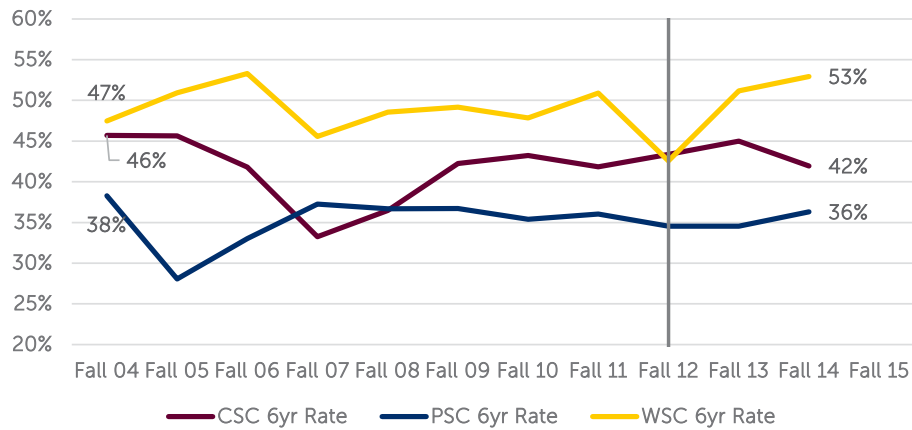
## Wayne State's Student Support Leads to Degree Completion

Wayne State College's revamped General Studies curriculum allows students to graduate within four years while building in time to explore additional majors and minors, and providing an edge for students as they enter the workforce. The College's new student retention system, Pharos360, delivers early alerts to students to help promote positive academic outcomes, provides collaboration tools to assist students who face challenges, and enhances data analysis to improve retention efforts. Additional academic support services have been added, and existing programs strengthened, including tutoring, peer mentoring, and supplemental instruction, all designed to support students enrolled in challenging courses. Wayne State continues to develop innovative methods to ensure students have the opportunity to build relationships, find their passions, and earn their degrees.



### College Level Data

**FIGURE 3A: Undergraduate Degree Completion Rates by College (6 Year)**



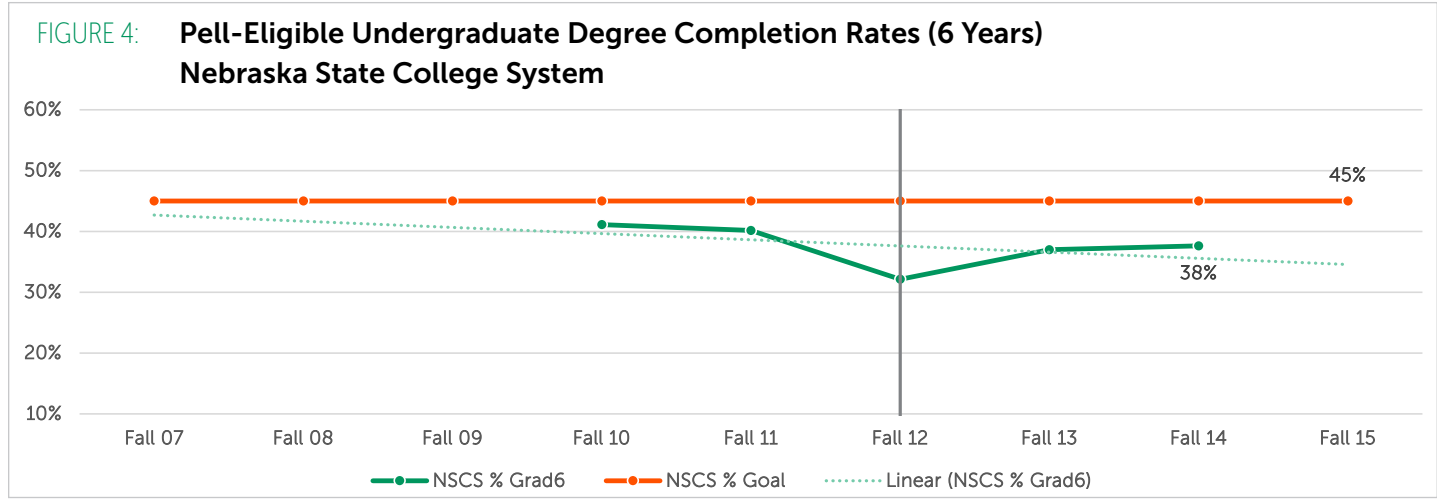
**TABLE 3: Undergraduate Degree Completion Rates (6 Year)**

Cohort	CSC	PSC	WSC	System	
Fall 04	46%	38%	47%	45%	
Fall 05	46%	28%	51%	45%	
Fall 06	42%	33%	53%	46%	
Fall 07	33%	37%	46%	40%	
Fall 08	36%	37%	49%	43%	
Fall 09	42%	37%	49%	45%	
Fall 10	43%	35%	48%	44%	
Fall 11	42%	36%	51%	46%	
Baseline	Fall 12	43%	35%	43%	42%
Fall 13	45%	35%	51%	46%	
Fall 14	42%	36%	53%	46.2%	

# Pell-Eligible Undergraduate Degree Completion Rates (6 Year)

## INDICATOR 4

Similar to the goals outlined for Indicator 2 for improving retention rates for Pell-eligible students, the State Colleges seek to improve upon the completion rates for this critical gap group of undergraduate students. Completion rates for Pell-eligible students have only been maintained since the 2010 graduating cohort at all three Colleges, and trends demonstrate not only a decline in the success of these students but a sizable gap growing between Pell-eligible and traditional first-time, full-time cohorts. The most recent System average has increased to 38% after falling to 32% two years ago.



Retention rates for Pell-eligible students reflected roughly a 6-7% gap between Pell-eligible and all students in the cohort, and this divide continues to exist when evaluating graduation trends at the six-year mark. Similar to the approach outlined for Pell-eligible student retention, the goal is to slowly eliminate this gap through 2025 by increasing the six-year graduation rate for this group

of students to 45%. Failure to complete a degree is detrimental for any student, considering the potential financial investment in credit hours that have not resulted in a credential. This is even more critical for low-income students who have the fewest resources to contribute toward educational costs, despite the resources made available through Federal Pell funding. Providing additional grant/

aid, targeted student and academic support services, and delayed administrative withdraws are all strategies that the Colleges can use to improve graduation rates for this population of students.

### Progress Toward Goal:

- 1% Increase (1-Year Δ)
- 6% Increase (2-Year Δ)



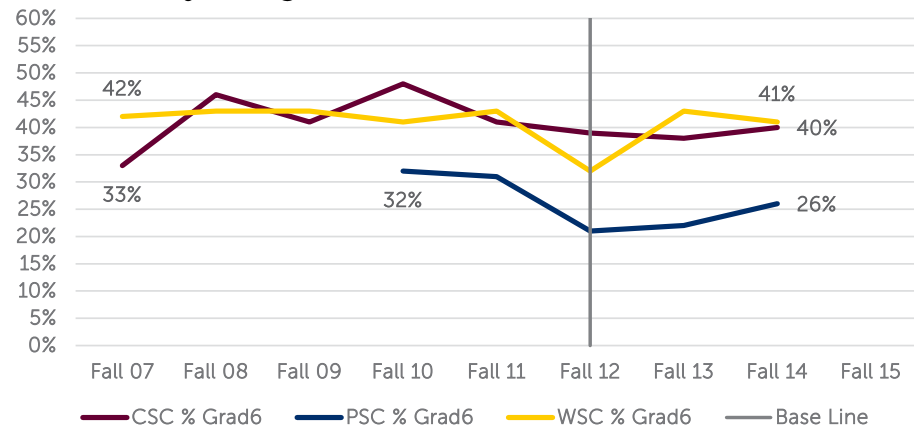
## Providing Financial Support for Pell-Eligible Students at Chadron State

Chadron State College is focused on reducing the financial stress on families who are unable to assist with paying for college. To that end, Chadron State has shifted to front-loading of supplemental gift aid to first and second year Pell Grant-eligible students to help reduce their need to borrow. Front-loading the supplemental gift aid allows students the ability to have enough funds to cover direct expenses, such as tuition, fees, and room and board, which ultimately promotes the retention and degree completion for those students. Chadron State also has supportive elements for these students on campus, including Project Strive/TRiO, a mentor program, and the Transitional Studies Program.



### College Level Data

**FIGURE 4A: Pell-Eligible Undergraduate Degree Completion Rates by College (6 Years)**



**TABLE 4: Pell-Eligible Undergraduate Degree Completion Rates (6 Years)**

Cohort	CSC	PSC	WSC	System	
Fall 06	33%		55%		
Fall 07	33%		42%		
Fall 08	46%		43%		
Fall 09	41%		43%		
Fall 10	48%	32%	41%	41%	
Fall 11	41%	31%	43%	40%	
Baseline	Fall 12	39%	21%	32%	32%
Fall 13	38%	22%	43%	37%	
Fall 14	40%	26%	41%	38%	

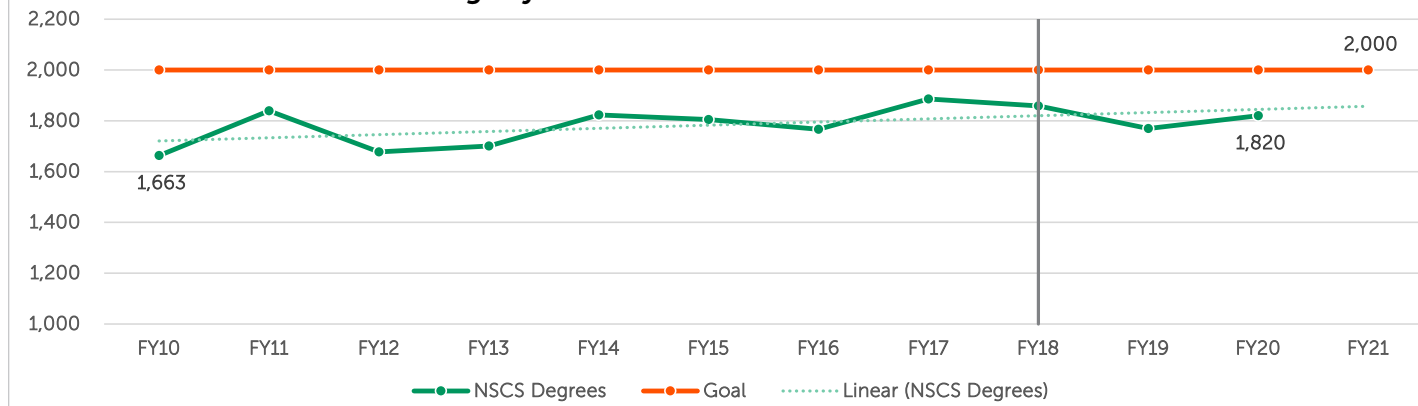
# Total Degrees Awarded, Undergraduate/Graduate

## INDICATOR 5

*The total number of undergraduate and graduate degrees awarded in the Nebraska State College System has averaged more than 1,750 students each year during the past decade. FY17 produced a recent high of 1,886 graduates.*

*Total graduates increased by 50 (2.8%) students when comparing FY19 and FY20 total degrees awarded after a slight decline during the previous two years.*

**FIGURE 5: Total Degrees Awarded, Undergraduate/Graduate Nebraska State College System**



Considering the need to increase educational attainment rates in Nebraska, a significant need to increase overall graduate production exists. Degrees awarded at the three State Colleges are often a direct function of enrollment. However, despite slight or moderate declines in enrollment over the past decade, the Nebraska State College System has gradually increased the total number of graduates. In FY09 through FY12, the total number of graduates ranged between

1,855 and 1,678 per year, yet FY12 through FY17 has resulted in steady growth to more than 1,886 graduates per year. FY17 resulted in a System high of 1,886 graduates across both undergraduate and graduate programs. An increase was experienced in FY20, and the goals to increase overall retention and graduation rates should also translate into an increase in the total number of graduates, as an increasing number of students reach degree completion. With this

in mind, the goal has been set to produce 2,000 or more graduates per year by 2025 to assist the State in meeting its degree attainment outcomes and increase the number of Nebraska residents who have the necessary credentials to meet the State’s future workforce and economic development objectives.

**Progress Toward Goal:**

- Increase of 50 degrees awarded (1-Year Δ)
- Decrease of 39 degrees awarded (2-Year Δ)



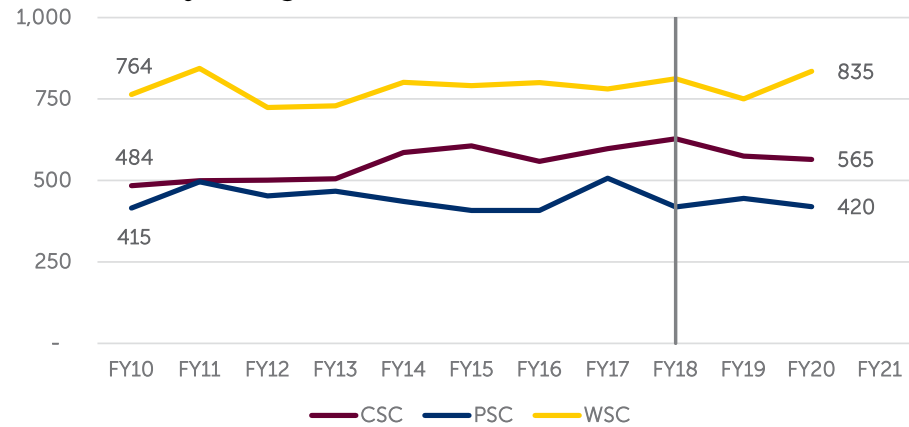


## Focus on Students Key at Wayne State

Wayne State's strong partnerships and advisory relationships with industry and business leaders enable the College to stay attuned to Nebraska's workforce needs and developing career demands. Investing in these relationships has yielded an expanded portfolio of graduate programs and undergraduate degree offerings necessary to meet future demand and increases in the total degrees awarded. Also, the College restructured the Academic Advising Center to be better positioned to assist students in overcoming academic challenges. Pharos360 has equipped Wayne State with enhanced processes to coordinate efforts across academic units and identify students who need assistance earlier than ever before. Pharos360's ability to present academic advisors with real-time grade information and attendance data makes possible early and personal interventions, which are key to ensuring student success. Wayne State's efforts have resulted in a campus culture more highly focused on helping students achieve their dreams of earning a college degree.

## College Level Data

**FIGURE 5A: Total Degrees Awarded, Undergraduate/Graduate by College**



**TABLE 5: Total Degrees Awarded, Undergraduate/Graduate**

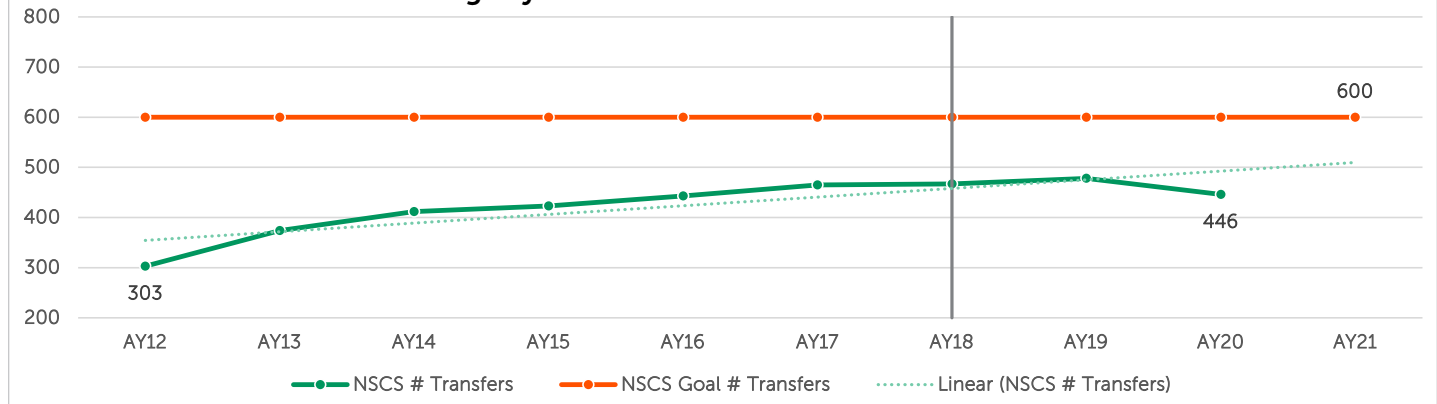
Fiscal Year	CSC	PSC	WSC	System
FY10	484	415	764	1,663
FY11	499	496	844	1,839
FY12	501	453	724	1,678
FY13	505	467	729	1,701
FY14	586	436	801	1,823
FY15	606	408	791	1,805
FY16	559	408	800	1,767
FY17	598	507	781	1,886
Baseline FY18	628	419	812	1,859
FY19	575	445	750	1,770
FY20	565	420	835	1,820

# Total Degrees Awarded, Transfer Students

## INDICATOR 6

*Graduation and retention rates draw primarily upon the first-time, full-time student populations and fail to capture an important subset of students who impact degree production in the Nebraska State College System. Over the past nine years, transfer students have represented an increasing share of the degrees awarded. During this period, the System has experienced a 47% increase in the total number of degrees awarded to transfer students, with 446 included in the most recent degree production in Academic Year 20.*

**FIGURE 6: Total Degrees Awarded, Transfer Students Nebraska State College System**



The trend in higher education today is for a vast majority of the students who walk across the stage at graduation to have earned credit from a college or university other than the one awarding the degree. While a portion of these credits reflects first-time, full-time students who supplement credits from other colleges or universities, a growing number reflect swirling or transfer students who began their academic journeys elsewhere. A portion of these represent students

who completed an associate degree at a community college, signifying the critical importance of structured 2 + 2 programs and articulation agreements between institutions. Others represent students who, after earning credit transfer due to lack of fit, change in academic pathway, or life circumstances that may place-bound a student to a new geographic location. Regardless, assisting these students through the course-by-course equivalency process, effective academic advising,

and providing the necessary financial support are all critical for ensuring a larger number of students can achieve degree completion. The goal of the State College System is to increase the total number of transfer students who complete a degree by an additional 26%, to a total of 600 by 2025.

**Progress Toward Goal:**

- Decrease of 32 degrees awarded (1-Year Δ)
- Decrease of 21 degrees awarded (2-Year Δ)



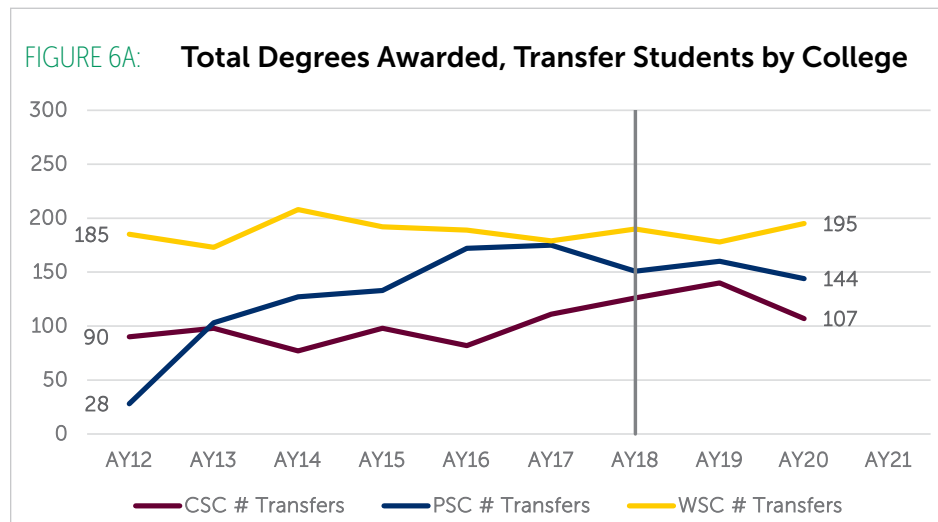


## Transfer Students Succeed at Peru State

Peru State College is committed to transfer student success, reflected by the 35% increase in transfer student degree completion reported since 2013. The College's unique mix of programs and opportunities provides transfer students the right tools to complete their degree. Articulation agreements and numerous publicized transfer equivalencies start students on the path for academic success. The proactive approach to advising by faculty and professional staff and new transfer student orientation sessions help connect them to available resources on campus. Personal communication keeps online transfer students on track if they do not log into a course the first week, receive academic alerts, or have not yet registered for the next term.

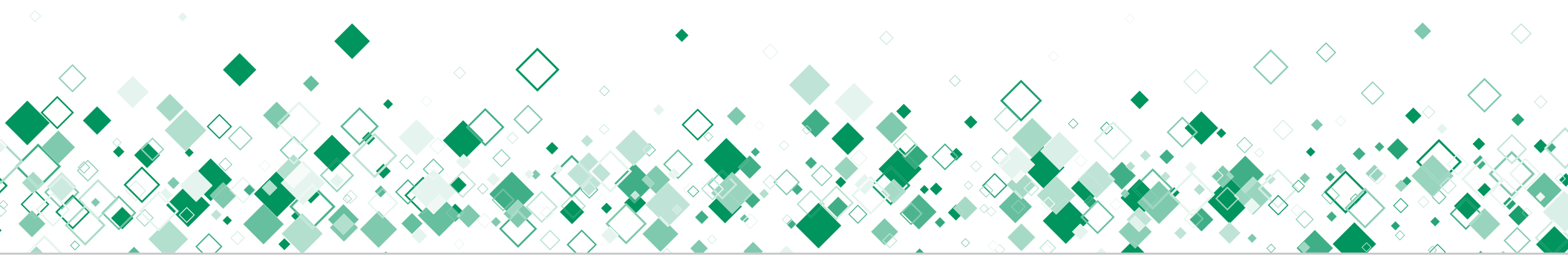
At Peru State, transfer student retention and persistence is high, with more than 80% of transfer students returning for their second term of coursework.

### College Level Data



**TABLE 6: Total Degrees Awarded, Transfer Students**

Academic Year	CSC	PSC	WSC	System
AY12	90	28	185	303
AY13	98	103	173	374
AY14	77	127	208	412
AY15	98	133	192	423
AY16	82	172	189	443
AY17	111	175	179	465
Baseline AY18	126	151	190	467
AY19	140	160	178	478
AY20	107	144	195	446



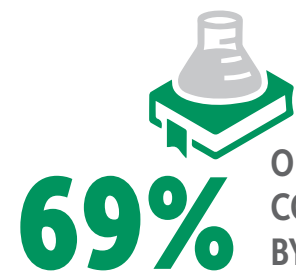
**9:1**

STUDENT TO FACULTY/STAFF  
RATIO AT THE STATE COLLEGES



**1,099**

CAREER RELATED  
EXPERIENCES  
PROVIDED TO  
STUDENTS



**69%**

OF STATE COLLEGE  
COURSES TAUGHT  
BY FULL-TIME  
FACULTY





**\$14.4** MILLION

**IN CAPITAL INVESTMENTS  
MADE IN STUDENT LEARNING  
ANNUALLY AT THE STATE  
COLLEGES**

GOAL:

## **Institutional and Academic Quality**

*Deliver an array of high-quality academic programs and curricular activities that successfully prepare students for the range of careers they will experience after graduation.*

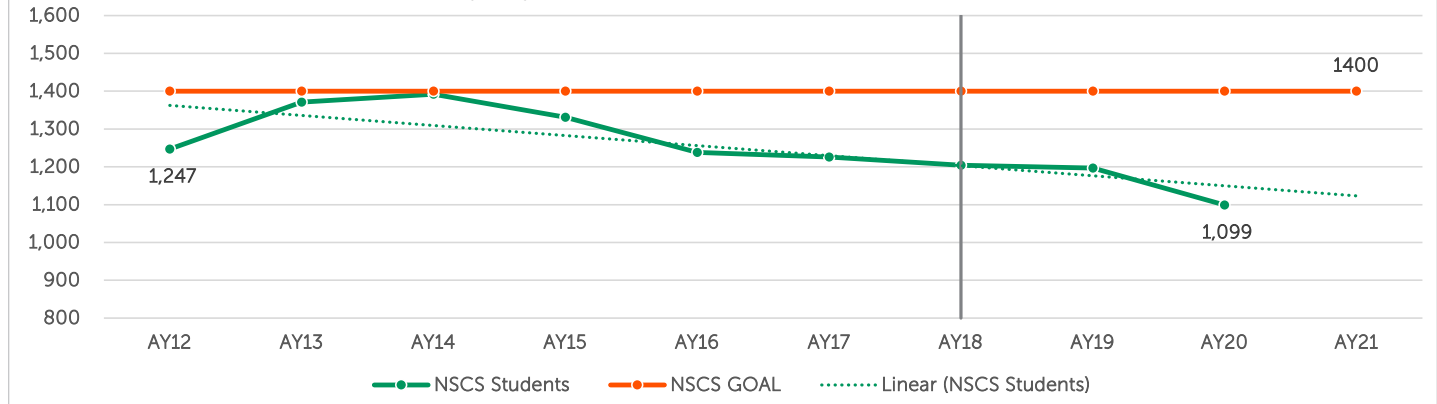
The foundation for all post-secondary institutions is to effectively prepare students as they complete their chosen degree programs. Stakeholders expect institutional and academic quality for how these educational programs are delivered, and tied to a rigorous and engaging curriculum delivered by highly qualified faculty and staff. Four performance metrics were identified to measure the Colleges' success in maintaining institutional and academic quality through 2025. First, a heavy reliance on applied and engaging experiences is a driving tenant for the curriculum's educational opportunities. The Colleges seek to expand this applied learning by growing the number of students who participate in academic-based experiential learning activities each year. Students also learn best in an environment that incorporates the technology and resources that mirror the world of work they expect to enter. Maintaining capital investments in infrastructure to support student learning will be critical in accomplishing these two goals. The final two performance metrics emphasize the level of engagement and credentials of the faculty/staff who connect with students on a day-to-day basis. The State Colleges have a low faculty/staff to student ratio that promotes success for the many students being served, as well as a high percentage of coursework delivered by full-time faculty across the System

# Students Completing Academic Experiential Learning Activities

## INDICATOR 7

*The number of students who completed one or more academic experiential learning activity, such as field experiences, internships, work-based learning placements, and shadowing, has decreased slightly over the past nine years across the State Colleges. Most recently, the number of students participating in this range of activities has declined by 8% when compared to AY19.*

**FIGURE 7: Students Completing Academic Experiential Learning Activities  
Nebraska State College System**



A growing number of degree programs encourage students to participate in some form of experiential learning activity before graduation. Similar to fields like Education and Nursing, the student teaching or clinical experience provides opportunities for students to engage in authentic experiences in their career areas while presented in an environment guided by trained faculty and mentors. Exposure to this real-world applied experiential learning opportunity provides students with the ability to apply theory to practice, connect with regional employers, and further

solidify their interest in their chosen degree programs. While the term used to encapsulate these experiential learning activities (i.e., internships, practicum, clinical, cooperative educational experience, student teaching) vary by the discipline, the intended outcomes are the same. Additionally, research indicates students who participate in paid internships or cooperative experiences with employers before graduation have a 60% likelihood of employment with those same companies after graduation<sup>4</sup>. New State investments in programs like the Career Scholarships are built

on this premise, that having more State College students engage in experiential learning opportunities before graduation improves placement rates for these students in Nebraska. The benchmark for this metric was set at 1,400 as a stretch goal for improving the number of students engaged in academic-based experiential learning activities each year by 2025.

### Progress Toward Goal:

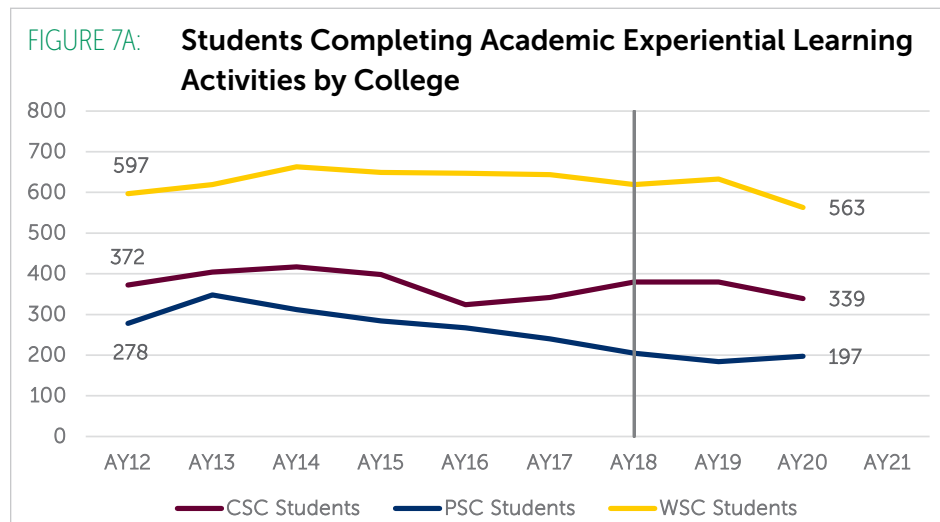
- 98 fewer experiential learning opportunities (1-Year Δ)
- 105 fewer experiential learning opportunities (2-Year Δ)



## Growing Together with Wayne State

Wayne State offers experiential learning opportunities to students across its academic programs to create pathways for students to apply classroom lessons in real-world settings. The Growing Together cooperative education initiative and Career Scholarship Program are signature programs that incorporate an immersive professional work experience for several majors. Students have the opportunity to work in their chosen career while providing regional businesses and schools with access to high quality, well-educated employees. Other experiential learning occurs in internships, field experiences, and co-curricular activities on and off-campus. Students complete internships across various majors, pre-professional tracks, undergraduate human service and graduate counseling programs, and more than 130 career pathways at WSC. Complementing industry and business experiential learning experiences, Wayne State offers students service-learning opportunities across all majors involving hundreds of WSC students contributing thousands of volunteer hours across the service region.

### College Level Data



**TABLE 7: Students Completing Academic Experiential Learning Activities**

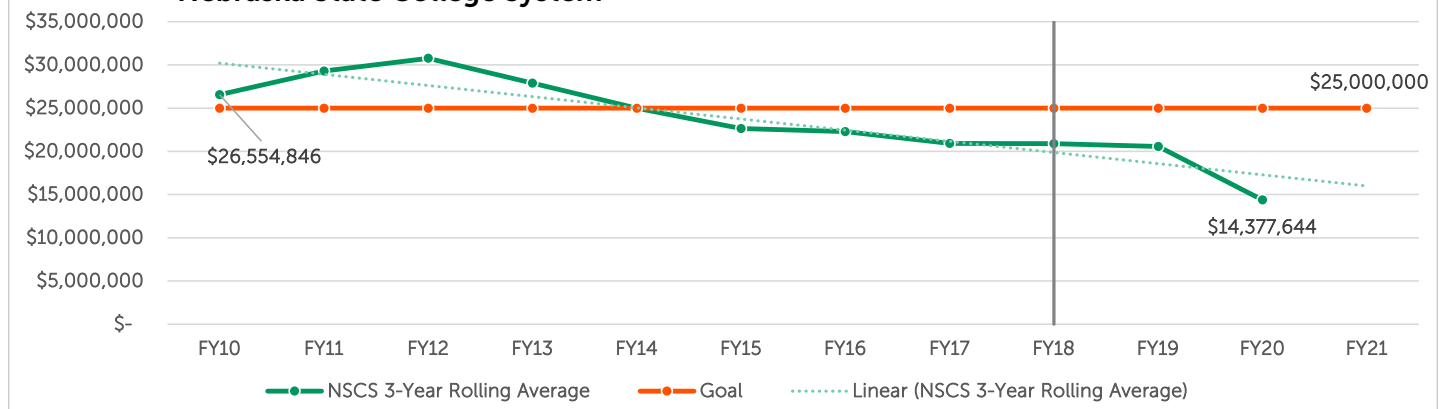
Academic Year	CSC	PSC	WSC	System	
AY12	372	278	597	1,247	
AY13	404	348	619	1,371	
AY14	417	312	663	1,392	
AY15	398	284	649	1,331	
AY16	324	267	647	1,238	
AY17	342	240	644	1,226	
Baseline	AY18	380	205	619	1,204
AY19	380	184	633	1,197	
AY20	339	197	563	1,099	

# Capital Investment in Infrastructure that Supports Student Learning

## INDICATOR 8

Over the past decade, the State Colleges have invested more than \$218M in infrastructure that supports student learning, such as instructional facilities, student support facilities, residence halls, and athletic facilities. This annual investment of nearly \$22M has produced significant upgrades for the Colleges to modernize the campus community. Significant investments in FY11, FY12, and FY14 are having a positive impact on the overall growth this past decade, but the last three years have seen commitments fall to an all-time low of \$14.4M (3-year rolling average).

**FIGURE 8: Annual Capital Investment in Infrastructure Nebraska State College System**



The Nebraska State College System has made concerted efforts toward critical infrastructure investments that directly impact student learning. Since 2000, the Colleges, State of Nebraska, College Foundations, and students have invested just under \$200 million toward maintaining infrastructure at each of the Colleges. Most recently these partners were successful in securing authority for a \$28 million renovation and construction of the Math & Science facility at Chadron. This type of investment produces a tangible return that includes: 1) enrollment

growth in critical workforce degree programs; 2) expanding capacity for regional outreach as communities in the region draw upon the facility for educational opportunities; 3) ongoing evolution of the teaching and learning process using facilities that can be adapted to evolving learning styles; and 4) increasing capacity to recruit and retain talented faculty. The Chadron Math & Science project is just one example of why ongoing and targeted investments are critical to maintaining campus infrastructure to allow Colleges to attract and retain students in their geographic regions.

If the State Colleges continue their current trend in infrastructure investments, the annual total for a three-year rolling average will fall to \$15 million by 2025. As a result, a three-year rolling average benchmark of \$25 million has been set to ensure coordinated and ongoing investments continue over the next five years.

**Progress Toward Goal:**

- Decrease of \$6,189,624 (1-Year Δ)
- Decrease of \$6,523,253 (2-Year Δ)

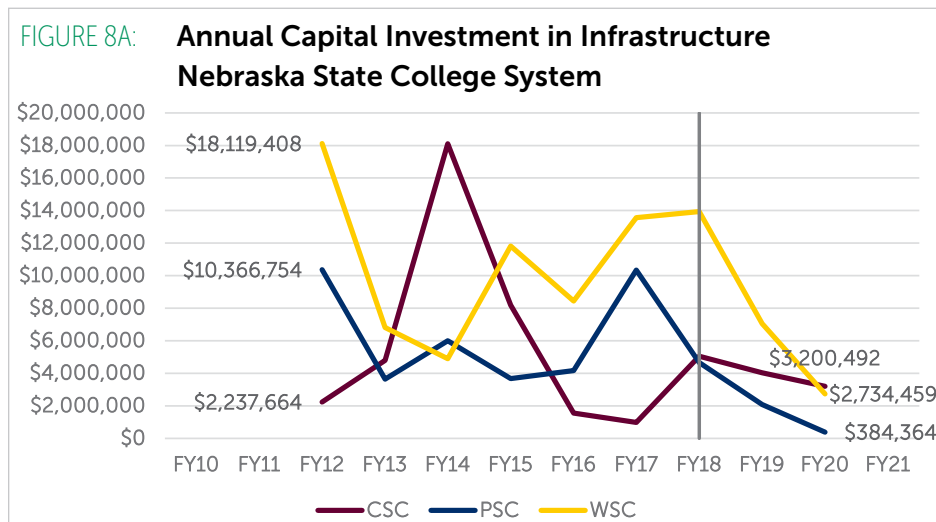


## Investing in Capital Projects to Provide High-Quality Student Learning

Each State College has made several significant investments in capital projects over the past two years to ensure the campus infrastructure's ongoing viability. Peru State College recently completed renovations for Delzell Hall and its Performing Arts Center, which holds numerous fine arts competitions and events in Southeast Nebraska. The new Center for Applied Technology at Wayne State College provides a valuable addition to the Industrial Technology and Advanced Manufacturing programs at the College, while renovations are currently underway to transform Benthack Hall into a state-of-the-art education and counseling center on campus. Also, while the Math Science renovation and addition at Chadron State College will result in the largest construction project to date in the State College System, significant upgrades to the Football Stadium complex, as well as a recent ribbon-cutting for a new Track and Field facility, will ensure the College remains a regional hub.



### College Level Data



**TABLE 8: Capital Investment in Infrastructure that Supports Student Learning**

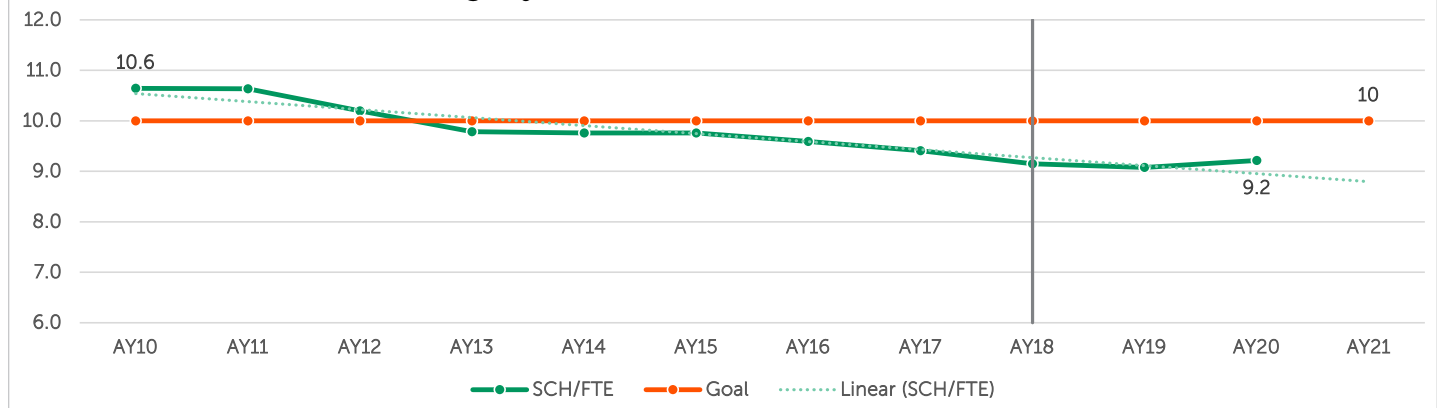
Fiscal Year	CSC	PSC	WSC	System (3-yr rolling average)
FY10				\$26,554,846
FY11				\$29,299,680
FY12	\$2,237,664	\$10,366,754	\$18,119,408	\$30,760,181
FY13	\$4,801,232	\$3,641,637	\$6,811,559	\$27,900,026
FY14	\$18,105,618	\$5,994,297	\$4,892,784	\$24,990,318
FY15	\$8,188,984	\$3,674,999	\$11,816,715	\$22,642,608
FY16	\$1,557,260	\$4,162,041	\$8,436,945	\$22,276,548
FY17	\$982,093	\$10,336,885	\$13,569,211	\$20,908,378
Baseline FY18	\$5,057,571	\$4,663,278	\$13,937,406	\$20,900,897
FY19	\$4,033,624	\$2,076,643	\$7,045,094	\$20,567,268
FY20	\$3,200,492	\$384,364	\$6,319,315	\$14,377,644

# Student to Faculty/Staff FTE Ratios

## INDICATOR 9

The ratio of full-time equivalent students (FTE) served by the State Colleges per full-time equivalent faculty and staff has decreased from an average ratio of 10.6:1 in AY10 to 9.2:1 for the most recent academic year.<sup>5</sup> This average has been maintained at 10:1 or below for the past eight years.

**FIGURE 9: Student to Faculty/Staff FTE Ratios  
Nebraska State College System**



Consistent with its open-access mission, the State Colleges serve an increasing number of first-generation and underrepresented students who need additional academic and student support services. An array of resources are in place to provide out-of-class support in the form of advising and tutoring, as well as programs and services attending to the student as a whole. In addition, the capacity for students to have more direct engagement with their faculty contributes to their overall

success in their coursework. When presented with the opportunity to teach in a smaller class environment, faculty have been shown to use more hands-on-projects, assign tasks requiring increased creative thinking, and engage in team-based learning. Smaller classes present opportunities for faculty to apply more rigorous expectations for students while also increasing shared responsibility for their learning. Class size is certainly a function of enrollment growth or loss. Maintaining a 10:1 faculty/

staff-to-student ratio through 2025 is an important benchmark that will require targeted efforts to manage potential enrollment growth with faculty and staff resources necessary to maintain these thresholds.

### Progress Toward Goal:

- Increase of 1.5% in Student to Faculty/Staff Ratios (1-Year Δ)
- Increase of 0.7% in Student to Faculty/Staff Ratios (2-Year Δ)



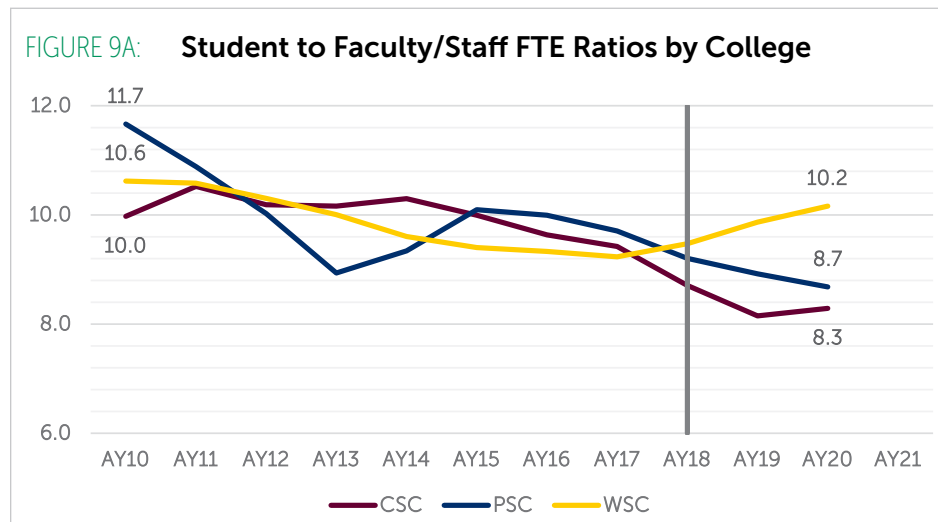
## Low Student to Faculty/Staff Ratios at Peru State Create Opportunities for Student Success

Peru State College is committed to recruiting the best faculty and staff to provide academic and student support services. The individual attention and smaller class sizes afforded by a low student-to-faculty/staff ratio is an important strategy for the College to best serve its access mission. Peru State students who receive individual attention from instructors, differentiated learning accommodation and less-burdened support structures are more likely to remain in college and persist to graduation.

Decreasing the ratio of students to faculty and support staff is an all-College effort, with Peru State having found the right funding and tools to decrease that ratio steadily since 2015. The College improved the ratio by 3.2% from its largest gap, improving the rate over the seven-year span.



### College Level Data



**TABLE 9: Student to Faculty/Staff FTE Ratios**

Academic Year	CSC	PSC	WSC	System	
AY10	10.4	11.7	10.7	10.6	
AY11	10.0	10.8	10.3	10.3	
AY12	10.0	9.9	10.2	10.1	
AY13	10.1	8.9	10.0	9.7	
AY14	10.2	9.3	9.5	9.7	
AY15	9.9	10.2	9.4	9.8	
AY16	9.6	10.0	9.3	9.6	
AY17	9.3	9.7	9.2	9.4	
Baseline	AY18	8.8	9.1	9.5	9.1
AY19	8.3	8.8	9.8	9.1	
AY20	8.3	8.7	10.2	9.2	

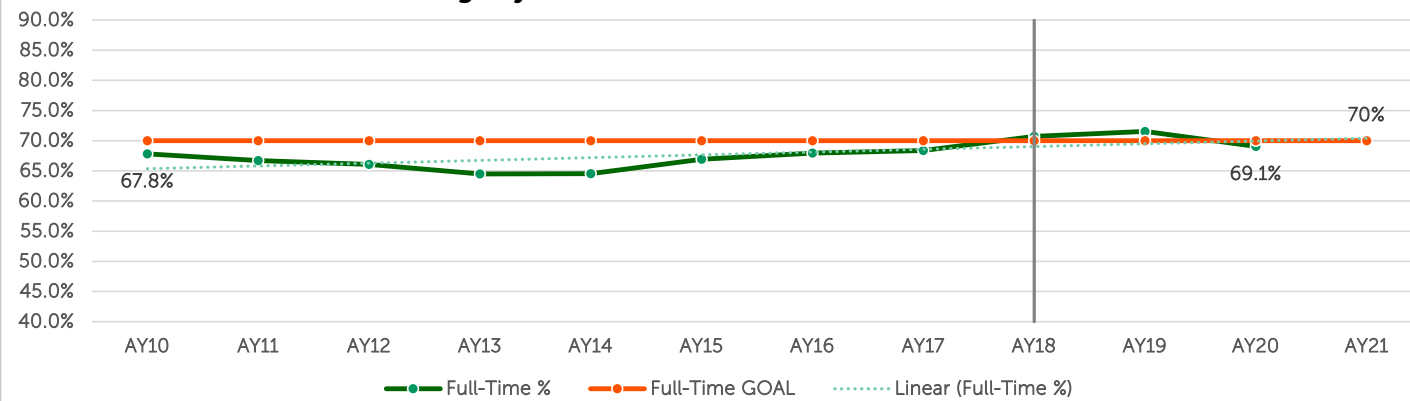
# Distribution of Instruction Delivered by Full-Time Faculty

## INDICATOR 10

*The percentage of instruction being delivered by full-time faculty versus part-time or term faculty has increased slightly over the past six years, reaching a System high in AY19.*

*The percentage declined by 2.4% when compared to AY19.*

**FIGURE 10: Distribution of Instruction Delivered by Full-Time Faculty  
Nebraska State College System**



Full-time faculty serve a critical role in fostering student persistence, retention, and graduation rates at their College. Students are best served when exposed to faculty who have a vested long-term commitment to the educational program in which they teach. Part-time or term faculty often provide similar quality teaching, but full-time faculty members provide essential stability necessary for developing and maintaining the curriculum and meeting out-of-class needs

for students. Additionally, full-time faculty take on an important advising role for students, both academically and professionally. Faculty who remain active in their discipline also advance the scientific knowledge necessary for continuing to evolve key theories and concepts that students need in the evolving workplace of the future. When these faculty take on an active research agenda, students also have the opportunity to engage in applied research at the undergraduate

level that better prepares them for graduate or professional programs. This benchmark was set at maintaining a 7:3 distribution for full-time faculty to provide the core instruction to students across the State College System.

### Progress Toward Goal:

- 2.4% Decrease of Instruction Delivered by Full-Time Faculty (1-Year Δ)
- 1.6% Decrease of Instruction Delivered by Full-Time Faculty (2-Year Δ)



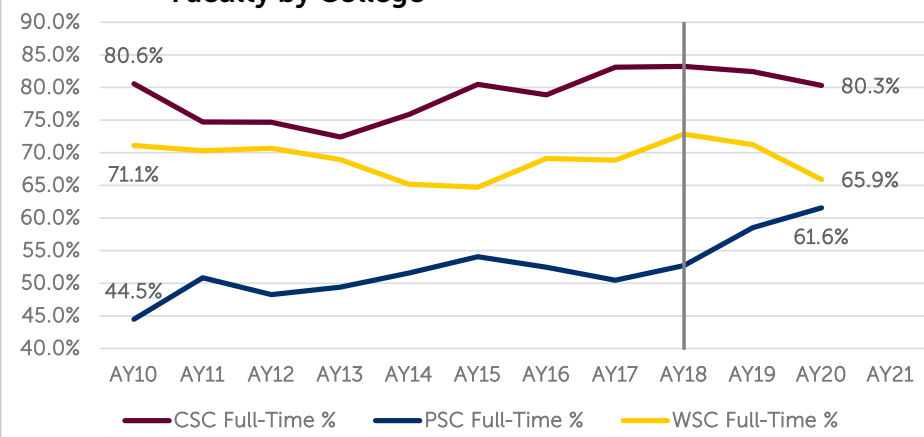


## Prioritizing Full-Time Faculty at Chadron State

Chadron State College is proud that more than 80% of course instruction is delivered by full-time faculty, therefore ensuring Chadron State students receive the majority of their education taught by instructors experienced in their fields and committed to the College's mission. Chadron State employs a number of high-quality part-time faculty who teach online, but the primary instructors for face-to-face courses are full-time faculty. Part-time faculty and adjuncts provide the College with the flexibility and quality instruction necessary to meet students' needs. Chadron State prioritizes the recruitment and retention of full-time faculty who demonstrate instructional effectiveness and can positively impact student success.

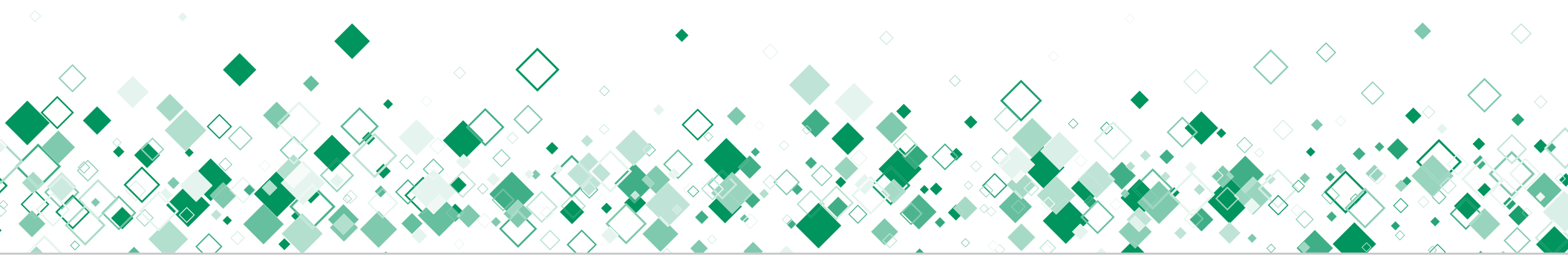
### College Level Data

**FIGURE 10A: Distribution of Instruction Delivered by Full-Time Faculty by College**




**TABLE 10: Distribution of Instruction Delivered by Full-Time Faculty**

Academic Year	CSC	PSC	WSC	System	
AY10	80.6%	44.5%	71.1%	67.8%	
AY11	74.7%	50.9%	70.3%	66.7%	
AY12	74.7%	48.2%	70.7%	66.1%	
AY13	72.4%	49.4%	68.9%	64.5%	
AY14	75.9%	51.6%	65.2%	64.5%	
AY15	80.5%	54.1%	64.7%	66.9%	
AY16	78.9%	52.4%	69.1%	67.9%	
AY17	83.1%	50.5%	68.9%	68.4%	
Baseline	AY18	83.2%	52.7%	72.9%	70.7%
AY19	82.4%	58.5%	71.3%	71.5%	
AY20	80.3%	61.6%	65.9%	69.1%	



  
**8,434** STUDENTS ENROLLED AT THE STATE COLLEGES

  
**\$435** MILLION IN ECONOMIC IMPACT CREATED BY THE STATE COLLEGES

**2** OUT OF **3**   
STATE COLLEGE GRADUATES IN KEY WORKFORCE PROGRAMS ARE EMPLOYED IN NEBRASKA ONE YEAR AFTER GRADUATION



**66%**

**OF STATE COLLEGE  
GRADUATES LIVE AND WORK  
IN NEBRASKA ONE YEAR AFTER  
GRADUATION**



GOAL:

## **Workforce and Economic Impact**

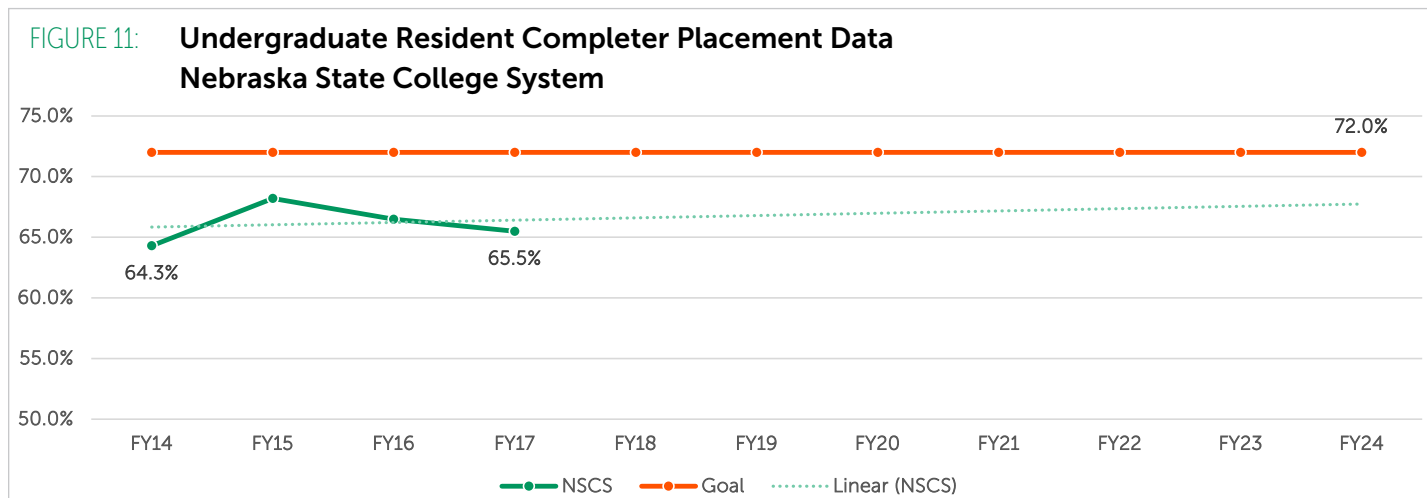
*Expand capacity for the Colleges to produce graduates who meet the workforce needs for Nebraska and to strengthen their role as change agents for the rural communities they serve.*

States invest in their educational institutions to produce a skilled workforce to meet business and industry needs and promote economic growth. The State Colleges identified five performance metrics to assess their impact on the workforce and economic development in Nebraska. Expanding the pipeline by increasing the number of graduates produced each year is important, but so is developing pathways and opportunities for students to be retained in Nebraska after graduation. Increasing the percentage can ensure that even with consistent graduate production, a higher number of students are employed in Nebraska to address the ongoing workforce shortages. To further expand the number of graduates in High Skill, High Demand, and High Wage (H3) jobs, benchmarks were established for the number of graduates in crucial workforce programs employed in Nebraska one year after graduation. Expanding enrollment capacity can also increase overall placement, so this approach was mirrored by challenging the Colleges to increase overall enrollment, as well as expand enrollment in seven key workforce programs projected to be in high demand by the Nebraska Department of Labor. Lastly, the State's investment and tuition revenue economically impacts the State overall, with a more direct impact on the region and communities served by the State Colleges. The goal is to continue to expand this economic impact through 2025.

# Overall Undergraduate Resident Completer Placement in Nebraska

## INDICATOR 11

*Data depicting undergraduate resident completer placement (employed or enrolled in graduate programs) after degree completion are available beginning with the 2012-13 Nebraska State College graduates. Over the past four years, undergraduate resident completer placement has been roughly 66%, decreasing slightly by 1% for the most recent graduating class.*



Beginning July 2019, the Nebraska State College System began analyzing the placements of its undergraduate completers one year after graduation. Data for this project came from three main sources: the Nebraska State College System, the Nebraska Department of Labor (NDOL), and the National Student Clearinghouse (NSC). In the initial step of the placement search, NDOL employment data systems are queried to determine the first-year job placement outcomes of all degree majors (in a given cohort)

identified by the System. Next, the same student list is submitted to the NSC to gather information on students enrolled in collegiate coursework after graduation. Several factors influence undergraduate completer placement, including appropriate academic preparation for advanced graduate work following undergraduate degree completion, encouraging student participation in internship or field experiences in Nebraska, and the distribution of the resident and non-resident students served at each of

the three State Colleges. The System has established a goal of 72% of undergraduate resident completers placed in Nebraska by 2025, slightly higher than the current linear placement trajectory.

### Progress Toward Goal:

- 1% Decrease in Resident Completer Placement in Nebraska (1-Year Δ)
- 2.7% Decrease in Resident Completer Placement in Nebraska (2-Year Δ)



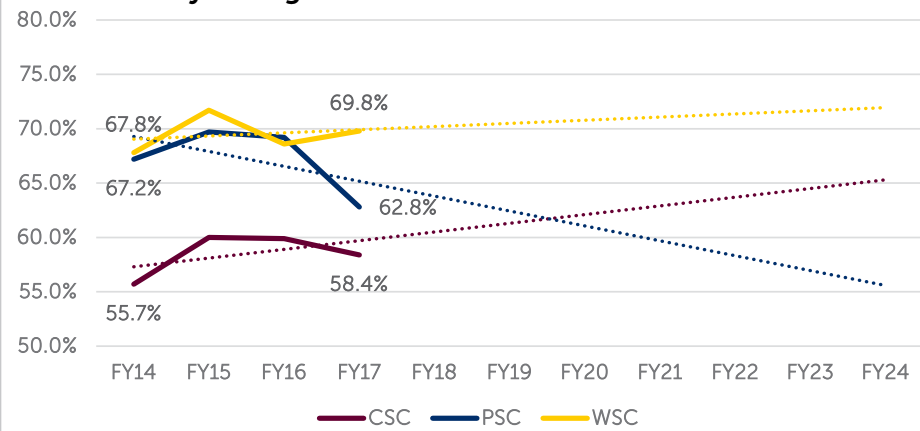


## Creating Nebraska's Workforce for Tomorrow

Growing Nebraska's workforce to address the 32,000 projected job openings expected by 2025 requires a multi-faceted approach, including strategies to increase the number of Nebraska high school graduates going on to college in Nebraska and to engage the business community to provide meaningful internship opportunities for students at Chadron, Peru, and Wayne State College. The Career Scholarship program effectively combines these strategies by providing opportunities to recruit first-generation students, providing pathways to key workforce degree programs, and connecting students with area businesses to facilitate employment opportunities after graduation. When combined with innovative programs like the Rural Business Leadership Institute (RBLI) at Chadron, Correction Leadership Scholarship Program at Peru, and the Growing Together Initiative at Wayne, the State Colleges create unique applied and experiential learning opportunities to meet Nebraska's workforce needs.

### College Level Data

**FIGURE 11A: Undergraduate Resident Completer Placement Data by College**



**TABLE 11: Overall Undergraduate Completer Placement in Nebraska**

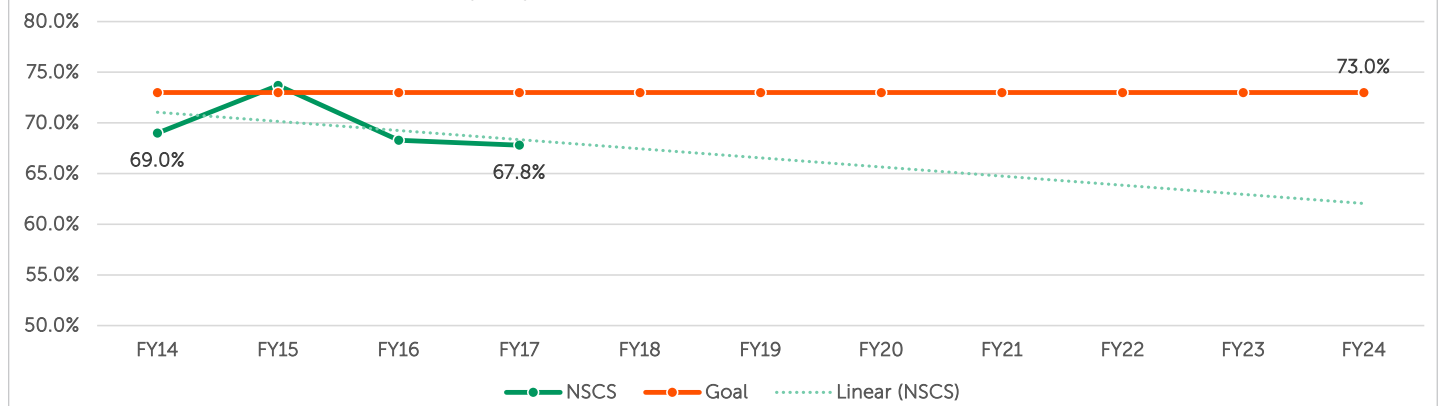
Fiscal Year	CSC	PSC	WSC	System
FY14	55.7%	67.2%	67.8%	64.3%
FY15	60.0%	69.7%	71.7%	68.2%
FY16	59.9%	69.2%	68.6%	66.5%
FY17	58.4%	62.8%	69.8%	65.5%

# Undergraduate Resident Completer Placement in Targeted Workforce Areas

## INDICATOR 12

*The Nebraska State College System has targeted six key degree areas necessary for meeting the future workforce needs for the State, in addition to RHOP and RLOP programs. Over the past decade, a lower percentage of students have been completing degrees in these critical areas, but placement has traditionally been at a higher level when compared to the overall undergraduate resident completer placement rate. This past year resulted in the lowest placement in critical workforce areas at 67.8%.*

**FIGURE 12: Undergraduate Resident Completer Targeted Workforce Area Placement Data Nebraska State College System**



During the 2018-19 academic year, College Presidents engaged with stakeholders and industry representatives across Nebraska to identify critical degree programs necessary for meeting workforce shortages. The areas identified include degree programs in Rangeland Management, Business Administration, Education, Industrial Technology, Computer Information Systems, and Criminal Justice. A total of 17 degree programs across the three State Colleges align directly with these six workforce

areas, and efforts are in place to increase enrollments and degree production in these areas to encourage resident student placement in Nebraska. The current linear trend for the System projects a decline in placement over the next five years, and a stretch goal to change this trajectory, and growing to 73% or beyond has been set for resident undergraduate completers by 2025. Efforts to increase workforce scholarship opportunities, evolve programs to meet changing workforce demands, and infuse

internship and field experiences into program requirements represent strategies employed by the Colleges to systematically work toward achieving this benchmark over the next five years.

### Progress Toward Goal:

- Undergraduate Resident Completer Placement in Targeted Workforce Areas Decreased by 0.5% (1-Year Δ)
- Undergraduate Resident Completer Placement in Targeted Workforce Areas Decreased by 5.9% (2-Year Δ)





## Chadron State Develops Workforce Programs

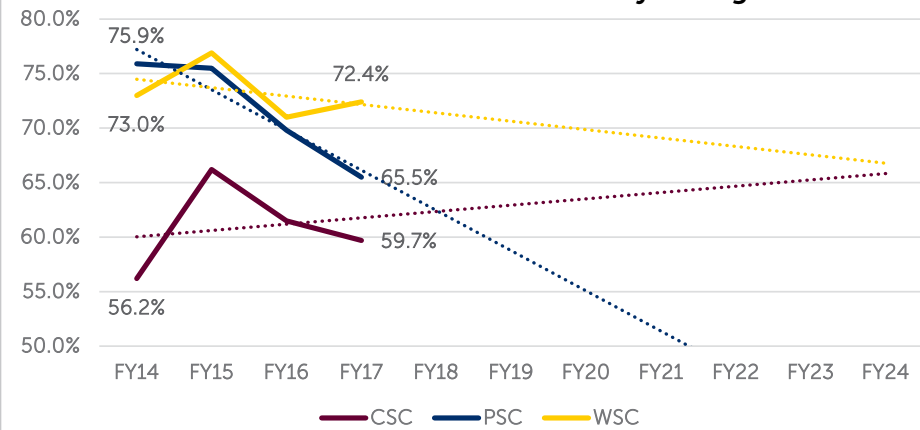
Chadron State College continues to develop programs and partnerships dedicated to keeping graduates in Nebraska and employed in targeted areas. Seventy-nine percent of Chadron’s teacher education graduates are working in Nebraska their first year after graduating. The Rural Business Leadership Initiative (RBLI) is only in its second year, but it promises to provide educated and qualified employees in several fields, including Agri-business, banking, and accounting.

The College’s long-standing commitment to develop rural workforce through the Rural Health Opportunities Program (RHOP) and the Rural Law Opportunities Program (RLOP) continues today. Since the early 1990s, 369 CSC RHOP students have completed their medical studies, and nearly 60% of them are still working in Nebraska. Building off of the successful RHOP model, RLOP is a relatively new program, but Chadron graduates are successfully transitioning to the graduate law program, including one who completed an internship with the United Nations.

Additionally, CSC recently formalized a partnership with Nebraska Methodist College to create a program dedicated to producing Respiratory Therapists in Western Nebraska, providing internships and networking opportunities in the panhandle.

### College Level Data

**FIGURE 12A: Undergraduate Resident Completer Targeted Workforce Area Placement Data by College**



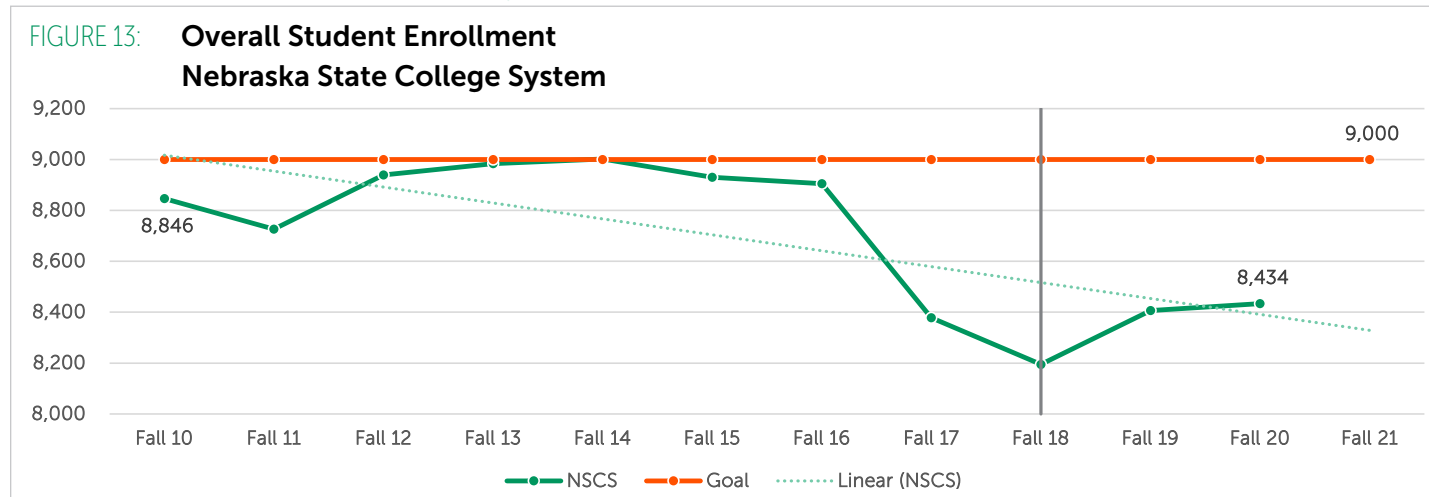
**TABLE 12: Undergraduate Completer Placement in Targeted Workforce Areas**

Fiscal Year	CSC	PSC	WSC	System
FY14	56.2%	75.9%	73.0%	69.0%
FY15	66.2%	75.5%	76.9%	73.7%
Baseline FY16	61.5%	69.8%	71.0%	68.3%
FY17	59.7%	65.5%	72.4%	67.8%

# Overall Student Enrollment

## INDICATOR 13

*The Fall headcount and Full-time Equivalent (FTE) enrollments at the State Colleges have experienced a moderate decline over the past decade, with a 4.8% decrease in total headcount when compared against the Fall 2009 term. For the most recent academic year, the System experienced a 0.3% increase when comparing Fall 2019 and Fall 2020 terms.*



Maintaining enrollments at each of the State Colleges is critical to sustaining the open-access mission for Nebraska, along with serving the rural communities within the geographic regions served. Enrollments represent a complex mixture of students who extend beyond recent high school graduates who serve as the traditional student population. As this market has grown more competitive, the Colleges continue to work more aggressively with school districts in their geographic regions, while also providing a low-cost option for non-resident

students. Encouraging student in-state enrollment directly after high school increases the likelihood these students will remain in Nebraska once they have earned their degree. The same is true for non-resident students who are recruited from their home states after graduation. Beyond traditional high school graduates, enrollments represent a complex mix of part-time, ready-adult, non-traditional, transfer, concurrent credit, graduate, and international students being served by the three State Colleges. The appropriate mix of degree and credential offerings

(masters, bachelors and certificates) are necessary to encourage many of these place-bound students. Additionally, expanding transfer and international student enrollments requires ongoing evaluation and evolution of partnership agreements that allow students to successfully transition with credit for coursework completed at other postsecondary institutions.

### Progress Toward Goal:

- Increase of 28 in Student Enrollment (1-Year Δ)
- Increase of 239 in Student Enrollment (2-Year Δ)





## Record Enrollment Growth at Wayne State

Wayne State College continues to build on 20% growth in enrollment during the past three years by focusing on those factors most important to students: campus visits, communications, streamlined applications for admission and aid, marketing initiatives, and the right mix of academic programs. The College's unique engagement opportunities reach a variety of audiences to ensure it meets the needs of prospective students. Communication initiatives have been greatly enhanced through the successful deployment of Slate, a new Customer Relationship Management (CRM) software. Wayne State continues to refine and improve the application for admission to make it user-friendly. A streamlined scholarship application process allows prospective students to quickly and easily receive an offer of merit or need-based support from Wayne State. Around all of these initiatives, the College leverages an annual integrated marketing campaign to ensure students and their families are aware of the quality, affordable, and accessible education available through Wayne State.

### College Level Data

FIGURE 13A: Overall Student Enrollment by College

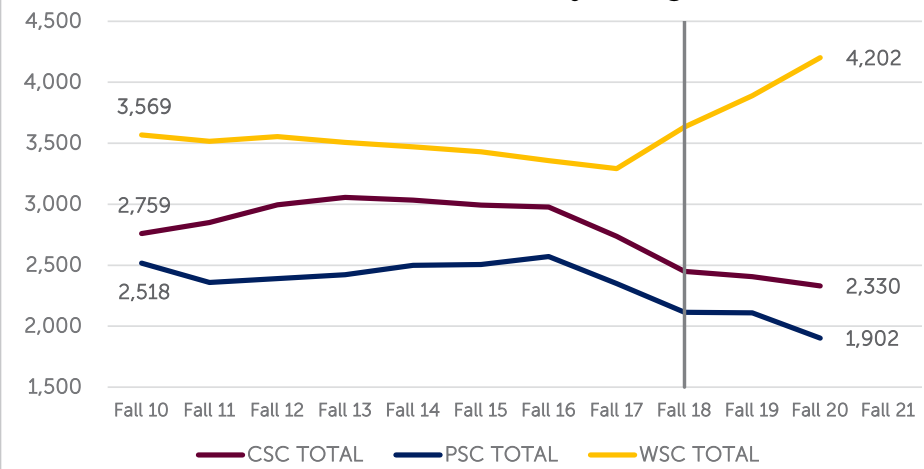


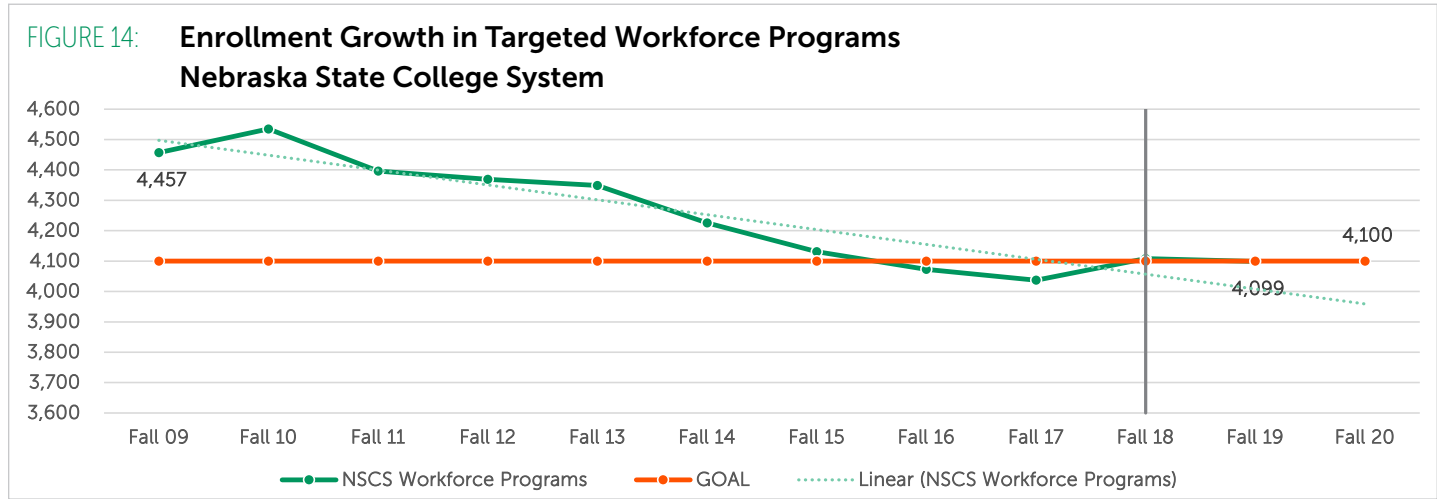
TABLE 13: Overall Student Enrollment

Cohort	CSC	PSC	WSC	System	
Fall 10	2,759	2,518	3,569	8,846	
Fall 11	2,851	2,358	3,517	8,726	
Fall 12	2,994	2,390	3,555	8,939	
Fall 13	3,056	2,422	3,506	8,984	
Fall 14	3,033	2,499	3,470	9,002	
Fall 15	2,993	2,506	3,431	8,930	
Fall 16	2,977	2,571	3,357	8,905	
Fall 17	2,737	2,349	3,292	8,378	
Baseline	Fall 18	2,448	2,114	3,633	8,195
Fall 19	2,407	2,109	3,890	8,406	
Fall 20	2,330	1,902	4,202	8,434	

# Enrollment Growth in Targeted Workforce Programs

## INDICATOR 14

*The Nebraska State College System has targeted six key degree areas necessary for meeting the future workforce needs for the State, in addition to RHOP and RLOP programs. Over the past decade, a lower percentage of students have enrolled in degree programs that align with these critical areas. Following a slight increase in enrollment in critical workforce areas during the Fall 2018 term, the System enrollments held steady this past year.*



While enrollment growth is important to ensure financial prosperity for each State College, ensuring enrollment trends are also aligning with the workforce needs<sup>6</sup> of the state should also be a critical priority. During the 2018-19 academic year, College Presidents engaged with stakeholders and industry representatives across Nebraska to identify critical degree programs necessary for meeting workforce shortages. The areas identified include degree programs in Rangeland Management, Business

Administration, Education, Industrial Technology, Computer Information Systems, and Criminal Justice. A total of 17 degree programs across the three State Colleges align directly with these six workforce areas, and efforts are in place to increase enrollments in these areas to encourage student placement in Nebraska. In an effort to correct the downward linear trend for these workforce areas, a benchmark of 4,100 enrollments in targeted majors has been set for 2025. Efforts to increase workforce scholarship

opportunities, ongoing program evolution to meet changing workforce demands, and critical investments in facilities and faculty represent strategies employed by the Colleges to systematically work toward achieving this benchmark over the next five years.

### Progress Toward Goal:

- Decrease of 9 Students Enrolled in Targeted Workforce Programs (1-Year Δ)
- Increase of 62 Students Enrolled in Targeted Workforce Programs (2-Year Δ)



## Innovative Scholarship Opportunities Available at Peru State

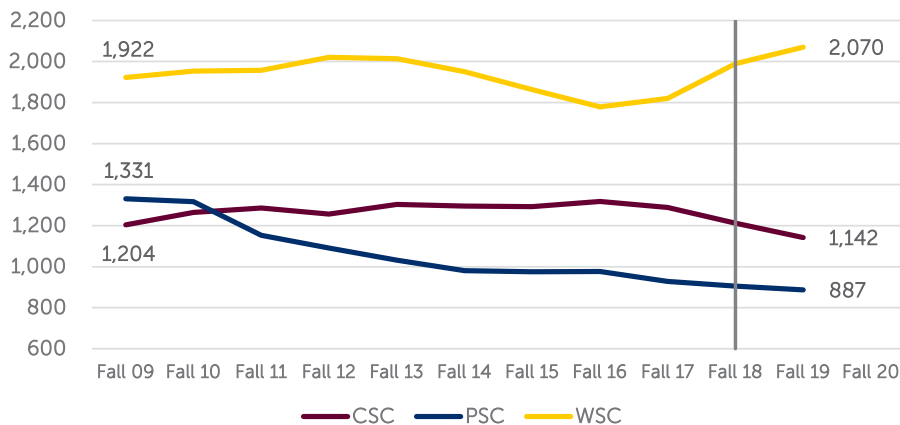
With the Nebraska Legislature’s strong support, Peru State College is implementing two new workforce development programs in 2020. The Corrections Leadership Scholarship Program represents a one-of-a-kind collaboration between the Nebraska Department of Correctional Services and the College. It addresses the unique challenges for recruiting and retaining corrections workforce. Criminal Justice students selected for this program will receive scholarships and paid internships in corrections, propelling them toward a leadership career in correctional services.

The Career Scholarship Program will provide \$1 million in scholarships across the State Colleges. Students in the program will pursue careers in critical workforce areas necessary for Nebraska’s continued economic growth. At Peru State, eligible students may choose from majors in computer information systems, education, criminal justice, and business administration. These scholarships will increase the number of graduates in high-demand fields while providing affordable degree access and reducing student debt.



### College Level Data

**FIGURE 14A: Enrollment Growth in Targeted Workforce Programs by College**



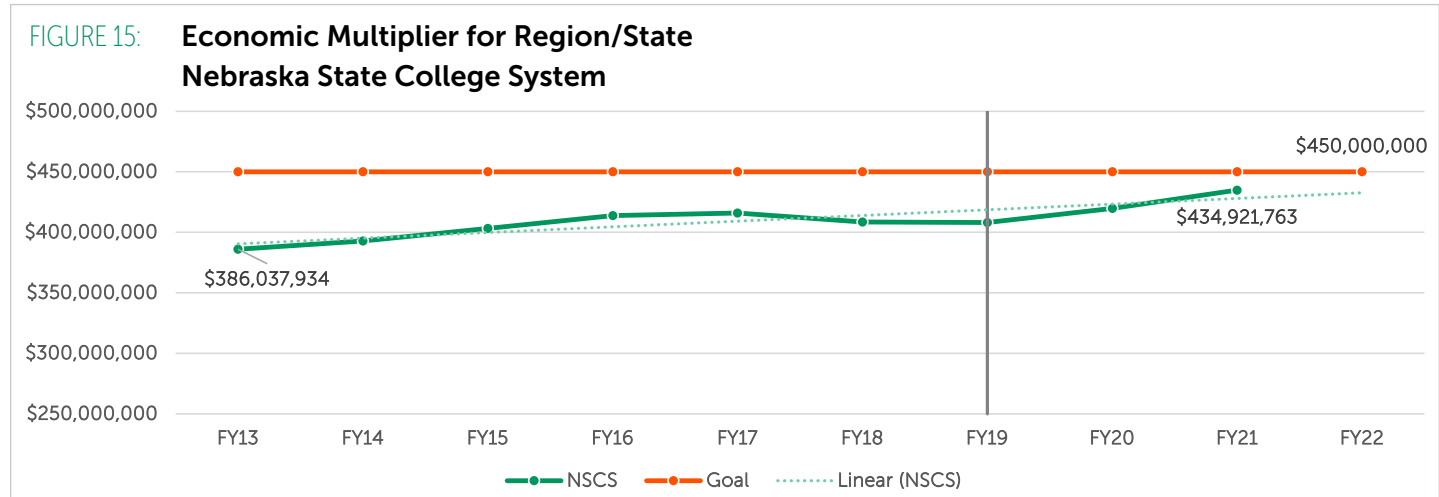
**TABLE 14: Enrollment Growth in Targeted Workforce Programs**

Cohort	CSC	PSC	WSC	System
Fall 09	1,139	1,218	1,817	4,174
Fall 10	1,188	1,194	1,826	4,208
Fall 11	1,216	1,044	1,821	4,081
Fall 12	1,247	990	1,874	4,111
Fall 13	1,241	938	1,857	4,036
Fall 14	1,215	903	1,795	3,913
Fall 15	1,213	896	1,712	3,821
Fall 16	1,243	902	1,619	3,764
Fall 17	1,210	869	1,673	3,752
Baseline Fall 18	1,138	859	1,799	3,796
Fall 19	1,142	887	2,070	4,099

# Economic Multiplier for Region/State

## INDICATOR 15

*When adjusting for inflation, the State College System has continued to make a significant impact on the economy of the State, resulting in growth exceeding \$400 million over the past seven years. With an increase in enrollment over the past year, the tuition revenue has generated a slight increase of 3.6% when compared to the economic impact in FY20.*



The State Colleges make a substantial impact on the State of Nebraska and the regions they serve, as they have become significant anchors in their rural service areas. The vast majority of dollars are spent on employee salaries and for purchasing services from regional businesses<sup>7</sup>. Student expenditures and funds spent by parents include food, gas, and other goods, as well as rental of off-campus housing<sup>8</sup>. A number of the metrics outlined in the strategic plan are designed to facilitate growth in this overall

economic impact for the State, resulting from enrollment growth (including non-resident and international students), improving retention and graduation rates, and degree production. One factor difficult to calculate in these estimates is the economic impact generated from increasing degree attainment in Nebraska. Bachelor and graduate degree holders make a significant impact in their local communities beyond just the tax dollars generated from income annually. The goal of increasing

in-state placements also further contributes to this intangible economic impact. The benchmark of \$450 million was set as a stretch goal to dramatically increase the impact the State Colleges have on the investment made by the State, and extend beyond the current 8:1 return on investment in State General Fund dollars.

**Progress Toward Goal:**

- Increase of \$15.1M in Economic Impact (1-Year Δ)
- Increase of \$26.7M in Economic Impact (2-Year Δ)



## Economic Impact of the State Colleges

The State Colleges create value and have a significant positive financial impact, regionally and across the State. Spending by students, employees, and visitors in each community drives economic growth. As significant regional employers, each College purchases goods and services, continuously cycling state general fund and tuition revenue through the local economy. For example, Peru State College is the largest employer in all of Nemaha, Otoe, Johnson, Pawnee & Richardson counties combined, employing 168 staff, with 90% living in Nebraska. The state's ongoing investment in facilities and infrastructure enables each of the Colleges to serve as a regional hub, drawing middle/high school students to various academic (math and history competitions; engineering camps) and extracurricular programming (Show Choir Festivals; filmmakers workshops) offered on each campus.



### College Level Data

FIGURE 15A: Economic Multiplier for Region/State by College

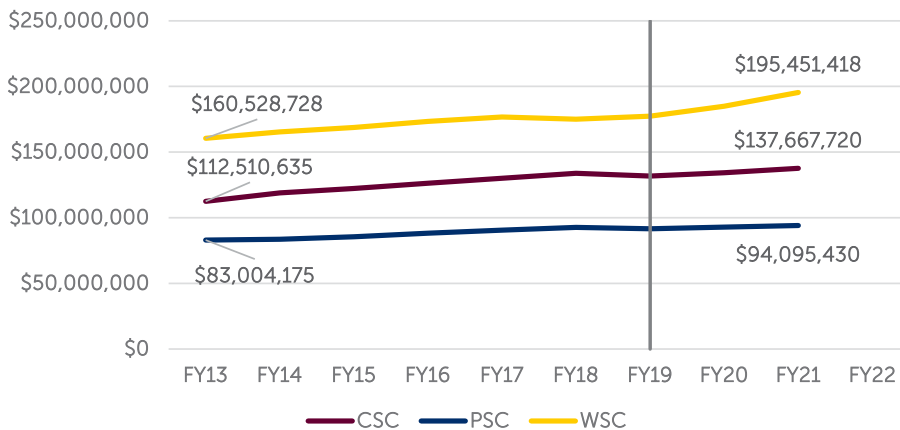
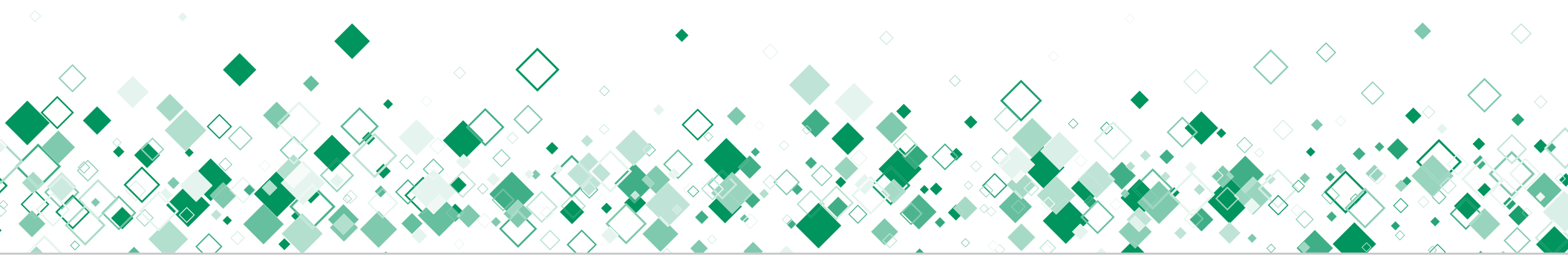



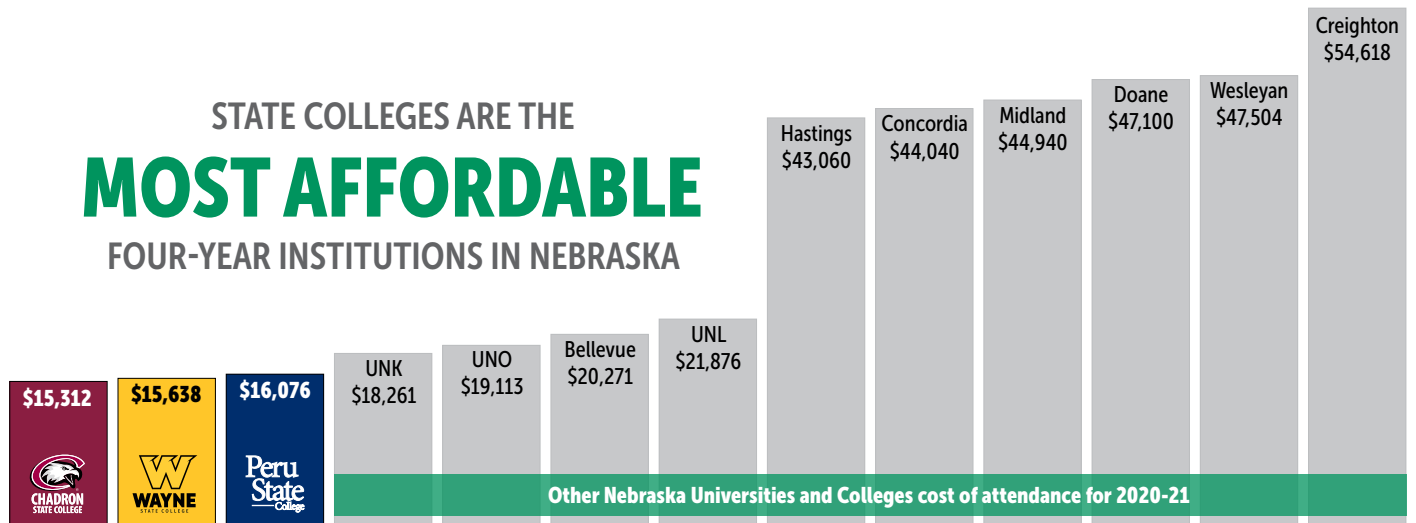
TABLE 15: Economic Multiplier for Region/State

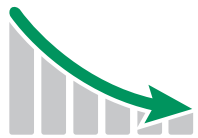
Fiscal Year	CSC	PSC	WSC	System
FY13	\$112,510,635	\$83,004,175	\$160,528,728	\$386,037,934
FY14	\$118,860,995	\$83,541,420	\$165,309,601	\$392,749,397
FY15	\$122,332,015	\$85,458,693	\$168,743,460	\$403,245,070
FY16	\$126,405,718	\$88,234,503	\$173,448,413	\$413,795,672
FY17	\$130,147,335	\$90,660,768	\$176,839,435	\$415,904,178
FY18	\$133,867,860	\$92,581,446	\$175,182,650	\$408,530,163
Baseline FY19	\$131,852,543	\$91,598,996	\$177,299,550	\$408,189,609
FY20	\$134,316,170	\$92,973,178	\$184,989,540	\$419,848,496
FY21	\$137,667,720	\$94,095,430	\$195,451,418	\$434,921,763



  
**33%** LESS DEBT THAN THE NATIONAL AVERAGE

STATE COLLEGES ARE THE  
**MOST AFFORDABLE**  
FOUR-YEAR INSTITUTIONS IN NEBRASKA





**\$19,977**

**LESS EXPENSIVE TO PRODUCE  
A DEGREE THAN THEIR PEERS**

## GOAL: **Access and Affordability**

*Preserve the open-access mission providing all students with equitable opportunities to pursue affordable undergraduate and graduate degrees in Nebraska.*

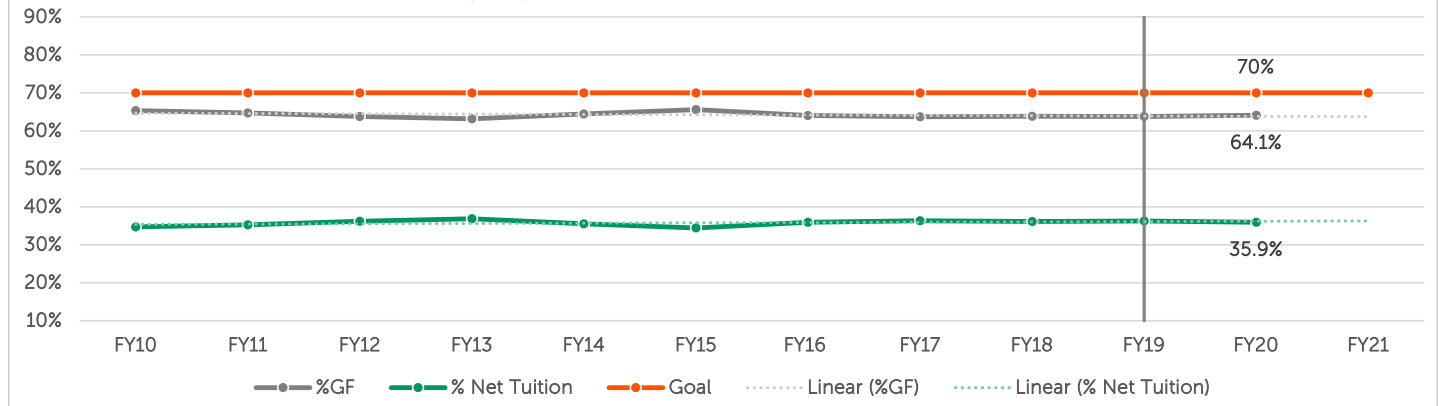
The State Colleges were envisioned as open access institutions to provide a four-year degree opportunity for all students in Nebraska, while keeping educational pathways affordable for students/families. Five performance metrics were identified to measure the Colleges' success in maintaining this outcome through 2025. The State has played a crucial role in making the State Colleges affordable through general fund investments each year. Over the past decade, the overall distribution of cost between the State and students has declined. The State Colleges aspire to return to a percentage of 70% State support by 2025. With the State investment comes an assurance the State Colleges are run efficiently when comparing the average net price and the spending per degree when compared to the Colleges' peer institutions. Benchmarks have been set for these two performance indicators to maintain the existing gap between the State Colleges and their peers. Lastly, the return on investment for students can be evaluated by measuring the median debt at graduation for the Colleges' students and keeping debt low over the next five years by providing scholarship opportunities to alleviate the unmet need experienced by students/families that lead them to borrow toward their educational expenses.

# Percentage of Funding (General Fund vs. Net Tuition)

## INDICATOR 16

*The opportunity to grow the necessary workforce for Nebraska is contingent on maintaining an affordable four-year educational option for students. A significant relationship between tuition costs and the general funding available from the Governor and Legislature each year exists. Over the past decade, modest declines have occurred in this funding distribution resulting in a 4% increase in the educational costs being shifted to students. A .3% shift in costs toward students occurred during FY20.*

**FIGURE 16: Percentage of Funding (General Fund vs. Net Tuition) Nebraska State College System**



Several factors contribute to the distribution of funds referenced in this metric. First, maintaining general fund support is a significant factor since, at the current threshold, a 1% increase in State general fund support can assist in reducing student tuition costs by 2%; the inverse is also true for a funding decrease. As the general fund allocation declines over time, larger increases are needed to maintain the core operations at the three State Colleges. Second, the Board of Trustees is also tasked

with keeping tuition and fee rates as low as possible to maintain this balance, so the two are highly interrelated, resulting in tightly managed increases that are aligned with State general fund support. Student enrollment growth is the final contributing factor. As enrollments decline, the decline in cash revenue can positively impact the State's share of higher education costs for students. As enrollments increase, the additional cash revenue alternatively skews the distribution. As a result, strategic investments

from increased enrollments and tuition revenue should be made to cover core operational costs. The goal for this metric has been set at 70% or higher to encourage strategic engagement on these two factors to maintain affordability.

### Progress Toward Goal:

- 0.3% Shift from General Fund to Student Tuition Funding (1-Year Δ)
- 0.2% Shift from General Fund to Student Tuition Funding (2-Year Δ)



## Tradition of Legislative Support

For the 2020-22 Biennium, the Governor and Legislature increased investment in the State Colleges by more than 7% through General Fund support. Over the same two year period, the Board of Trustees set a tuition increase at just over 5% to maintain funding. Nebraska continues to be ranked fourth nationally in relation to support received from state appropriations, and remains one of a handful of states contributing more per student per year, a decade after the 2008 recession. The vast majority of other states have experienced significant declines in the support provided to colleges/universities across all sectors, with at least five states reflecting more than a 30% decline in public higher education appropriations per FTE when adjusted for inflation (Pennsylvania, Oklahoma, Louisiana, Illinois, Arizona). Nebraska's 10-year percentage change positions the state as one of just fifteen nation-wide reflecting a positive increase at 2%.



## College Level Data

TABLE 16: Percentage of Funding (General Fund vs. Net Tuition)

Fiscal Year	General Fund	Net Tuition	% General Fund	% Tuition
FY10	45,335,219	24,069,379	65.3%	34.7%
FY11	45,369,972	24,725,891	64.7%	35.3%
FY12	44,846,037	25,473,492	63.8%	36.2%
FY13	45,450,893	26,521,338	63.2%	36.8%
FY14	47,496,183	26,181,208	64.5%	35.5%
FY15	49,396,030	25,925,819	65.6%	34.4%
FY16	50,877,911	28,540,814	64.1%	35.9%
FY17	50,308,078	28,675,224	63.7%	36.3%
FY18	51,099,382	28,915,244	63.9%	36.1%
Baseline FY19	51,620,804	29,351,902	63.8%	36.2%
FY20	53,548,946	30,023,643	64.1%	35.9%

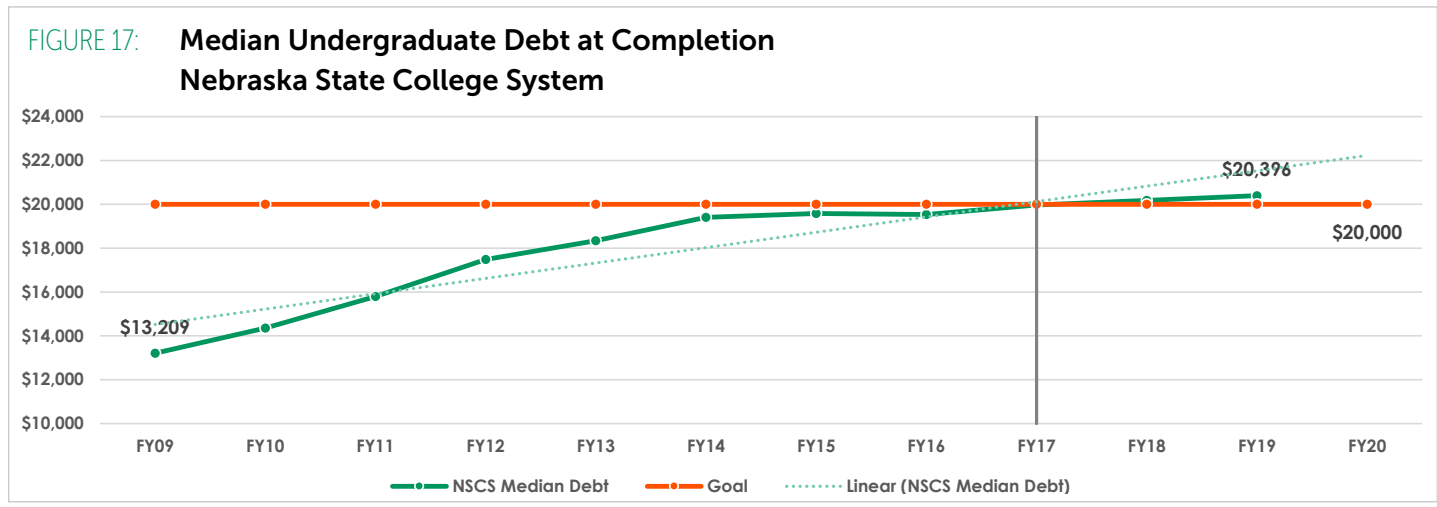
TABLE 16A: Percentage of Funding by College (General Fund (GF) vs. Net Tuition)

Fiscal Year	CSC		PSC		WSC	
	% GF	% Tuition	% GF	% Tuition	% GF	% Tuition
FY10	68%	32%	59%	41%	65%	35%
FY11	67%	33%	58%	42%	64%	36%
FY12	64%	36%	60%	40%	64%	36%
FY13	65%	36%	59%	41%	63%	37%
FY14	66%	35%	59%	41%	65%	35%
FY15	65%	34%	60%	40%	66%	34%
FY16	63%	35%	57%	43%	65%	35%
FY17	63%	37%	57%	43%	66%	34%
FY18	64%	36%	57%	43%	65%	35%
Baseline FY19	65%	35%	59%	41%	63%	37%
FY20	67%	33%	59%	41%	62%	38%

# Median Undergraduate Debt at Completion

## INDICATOR 17

*The average cumulative principal borrowed per undergraduate borrower<sup>9</sup> has continued to increase steadily over the past decade, even after adjusting for the rate of inflation. Since FY09 the average loan amount for Nebraska State College students has increased by over 54% when compared against students graduating this past year. Students across the System experienced a 1% increase in their collective debt at completion when compared to FY18.*



A combination of factors contributes to the overall borrowing rates for degree holders, driven mainly by the overall net-price at each College. Increases to cover a portion of core needs through general fund increases each year assist in reducing tuition and fee expansion for students. Additionally, the Colleges' capacity to increase the grant/aid available to students, increases in Pell awards, and ongoing support through programs like the Nebraska Opportunity Grant

(NOG) work together to provide low-income students with resources to decrease their overall debt load at graduation. This goal was set to keep the overall debt load for students at a rate lower than the current trends (suggesting if similar patterns continued to transpire, the average loan amount would exceed \$27,000). To meet this challenge, the Nebraska State College System has set a benchmark of an average loan amount not exceeding \$20,000 by 2025. Even at this level, students

earning their degree generate a significant return on investment for these dollars, as the average bachelor's degree holder is projected to earn more than \$1 million more over their career compared to what can be earned by those only holding a high school diploma.

**Progress Toward Goal:**

- Increase of \$213 in Median Undergraduate Debt (1-Year Δ)
- Increase of \$429 in Median Undergraduate Debt (2-Year Δ)



## Chadron State Works to Decrease Student Debt

Chadron State College’s ability to front-load the amount of gift aid to students helps reduce the need to borrow. In addition, when working with students on their financial aid, Chadron State counsels students to borrow only what they need. As part of the Strategic Enrollment Management Team’s advising plan, faculty advisors encourage students to take 15 credit hours each semester with the goal of graduating in four years, another way to minimize the costs of a degree and reduce student debt. Chadron State remains an affordable and accessible option for students. The College’s six-year average for total spending per degree is \$65,910, compared to the average for all U.S. public universities of more than \$111,000. Additionally, the average indebtedness for Chadron State graduates remains low. The average amount borrowed by students who graduated was just over \$19,500 for their entire program during Fiscal Year 19.



### College Level Data

FIGURE 17A: Median Undergraduate Debt at Completion by College

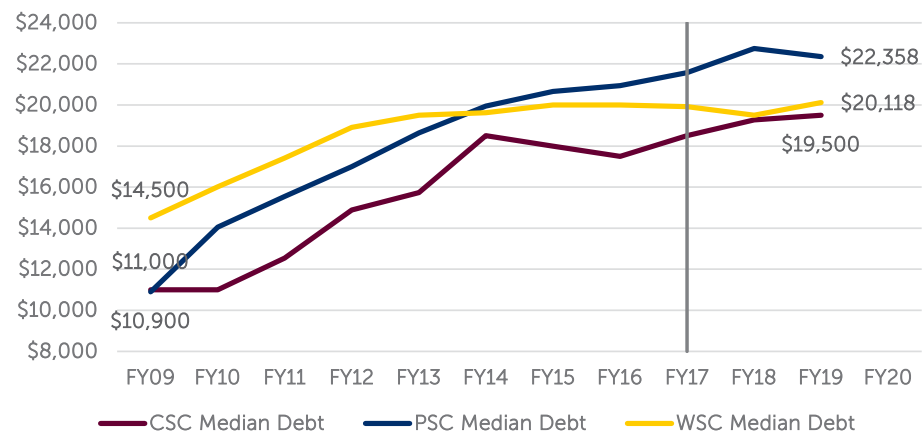


TABLE 17: Median Undergraduate Debt at Completion

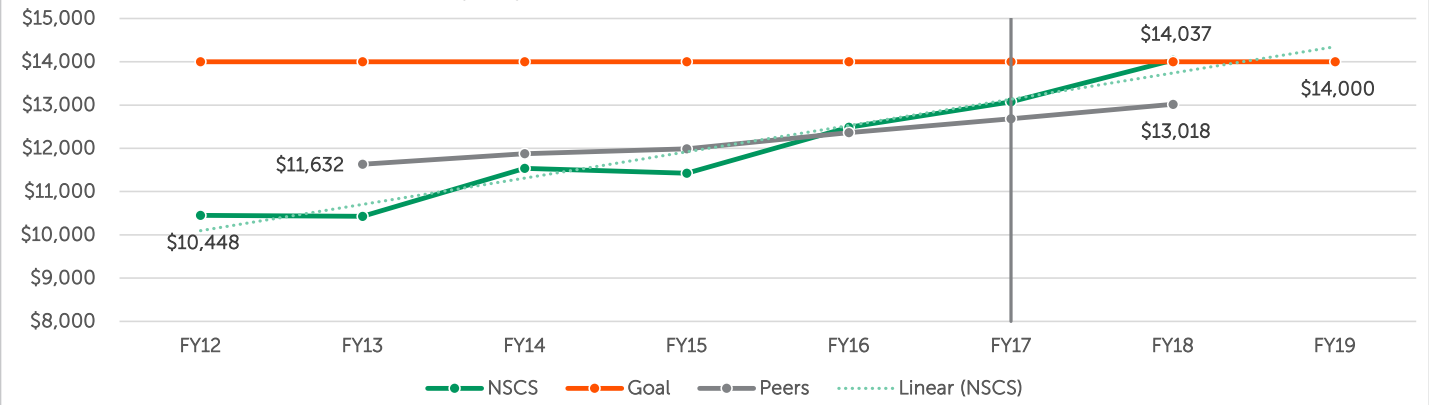
Fiscal Year	CSC	PSC	WSC	System
FY09	\$11,000	\$10,900	\$14,500	\$13,209
FY10	\$11,000	\$14,049	\$16,014	\$14,361
FY11	\$12,545	\$15,550	\$17,417	\$15,793
FY12	\$14,882	\$17,000	\$18,914	\$17,489
FY13	\$15,733	\$18,640	\$19,500	\$18,338
FY14	\$18,499	\$19,940	\$19,623	\$19,404
FY15	\$17,991	\$20,665	\$20,000	\$19,585
FY16	\$17,500	\$20,940	\$20,000	\$19,541
Baseline FY17	\$18,500	\$21,573	\$19,922	\$19,967
FY18	\$19,277	\$22,750	\$19,500	\$20,183
FY19	\$19,500	\$22,358	\$20,118	\$20,396

# Average Net Price Compared to Peers<sup>10</sup>

## INDICATOR 18

*Net price<sup>11</sup> for students and families has increased by roughly 51% during the past decade for the Nebraska State Colleges. The impact of general fund appropriations and increasing costs above the rate of inflation have continued to drive up the out-of-pocket costs for students. When compared to the past year, a 7.3% increase in net-price has occurred for students. Before FY16, the State Colleges consistently reflected a lower net-price when compared to their peer institutions. These institutions have gained considerable ground over the past seven years to bring their net-price in line with each of the State Colleges.*

**FIGURE 18: Average Net Price Compared to Peers Nebraska State College System**



Families traditionally evaluate total educational costs by calculating tuition, mandatory fees, room, board, textbooks, and other anticipated living costs incurred. Net price can be assessed by then subtracting the overall grant/aid received from the institution to more accurately calculate the out-of-pocket costs families are likely to incur. Tuition and fee costs can be reduced through ongoing general fund support from the State, while also holding tuition increases in line with standard higher education indexes. Additionally,

the capacity for the State Colleges to draw upon Foundation support through scholarships, strategic use of remissions/waivers, and public/private partnerships can each have a direct impact on increasing the grant/aid available to help hold down the overall net price for students. Not only has the metric increased over the past six years, but the past two years marked the first instance where net price for peers was at a lower rate when compared to the State Colleges. The benchmark for this metric has been set at \$14,000 with a goal of not exceeding this

level by 2025, and gaining a 5% gap between the Colleges and their peers. Under current trends during the past decade, this figure was expected to exceed \$16,000 by this same timeframe if strategic efforts were not implemented to help hold the cost down. The 7.9% increase this past year has adversely impacted progress on this particular benchmark.

**Progress Toward Goal:**

- Increase of \$965 in Net Price Compared to Peers (1-Year Δ)
- Increase of \$1,550 in Net Price Compared to Peers (2-Year Δ)





## Keeping College Affordable at Wayne State

To address the needs of the diverse student population Wayne State serves, it is adopting two programs. “One Rate at Wayne State” sets the non-resident undergraduate tuition at one dollar (\$1.00) above the resident undergraduate rate and provides additional incentives for non-residents to attend Wayne State. This may lead to new Nebraska residents, as a number of those students may choose to remain in Nebraska to help build the State’s workforce after graduation.

The new Nebraska State College Tuition Guarantee provides financial support to undergraduate students by filling the gap between the Pell Grant award and tuition costs, thus ensuring qualified Nebraska residents pay no tuition. This gap will be filled by applying federal grants, state grants, College remissions, or Wayne State Foundation scholarships. This guarantee gets to the heart of who Wayne State students are and what they need to be successful in college, while helping them graduate with minimal debt.

### College Level Data

FIGURE 18A: Average Net Price Compared to Peers by College

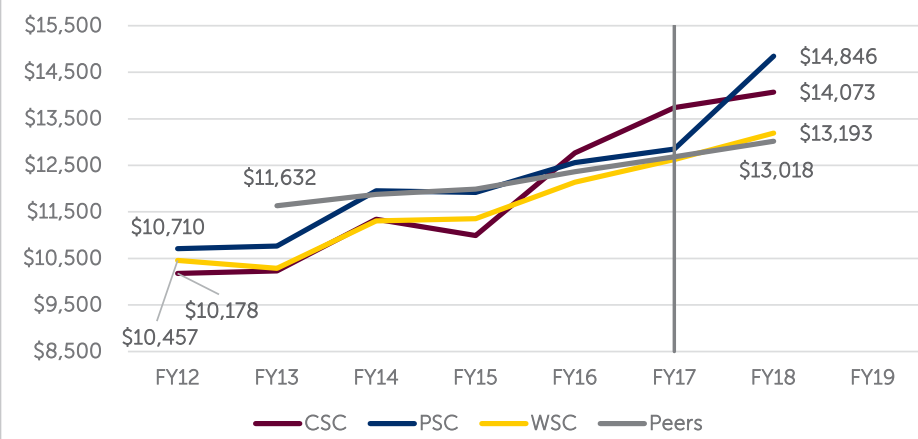


TABLE 18: Average Net Price Compared to Peers

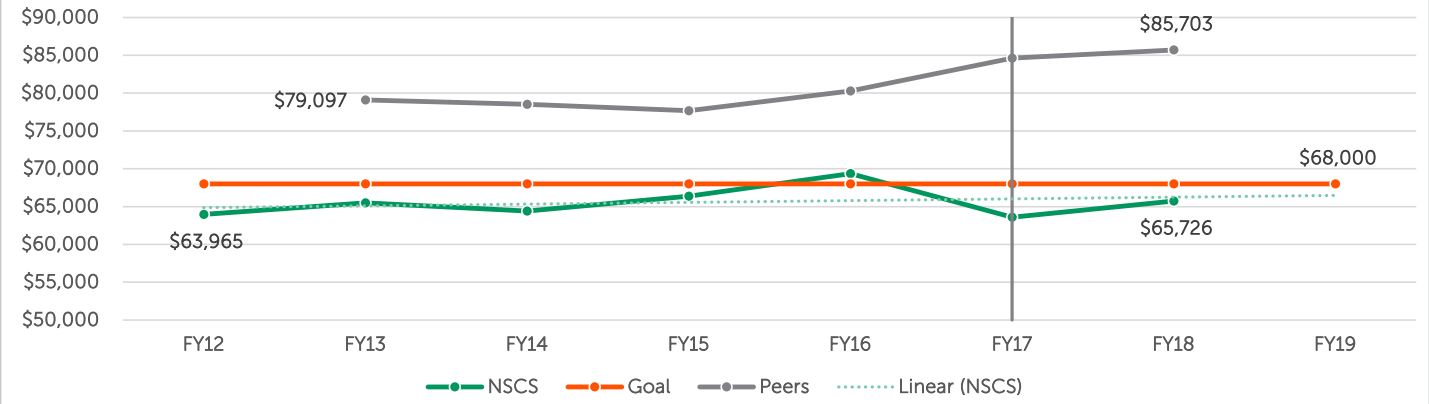
Fiscal Year	CSC	PSC	WSC	System
FY09	\$8,364	\$9,591	\$9,993	\$9,316
FY10	\$9,805	\$8,685	\$10,024	\$9,505
FY11	\$9,890	\$9,959	\$9,608	\$9,819
FY12	\$10,178	\$10,710	\$10,457	\$10,448
FY13	\$10,233	\$10,765	\$10,288	\$10,429
FY14	\$11,344	\$11,955	\$11,307	\$11,535
FY15	\$10,993	\$11,918	\$11,353	\$11,421
FY16	\$12,766	\$12,557	\$12,139	\$12,487
Baseline FY17	\$13,740	\$12,850	\$12,626	\$13,072
FY18	\$14,073	\$14,846	\$13,193	\$14,037

# Spending Per Degree Compared to Peers

## INDICATOR 19

*NSCS has successfully maintained the gap in spending per degree when compared to its Peer institutions.<sup>12</sup> A gap that was less than \$15,000 three years ago, has grown to just under \$20,000 for FY18. Despite widening this gap during this time frame, the State Colleges have successfully maintained their overall spending per degree during the past six years.*

**FIGURE 19: Spending per Degree Compared to Peers Nebraska State College System**



Several factors can influence the overall spending per degree at colleges and universities. As general fund appropriations remain fixed, an increase in degree production in a given year can have a dramatic impact on reducing the overall cost-to-degree calculation. Additionally, in a year when degree production drops with flat or increasing state appropriations, the inverse occurs, driving up the cost to the college. Enrollment increases, improving persistence and retention rates, providing successful pathways for

transfer students, and increasing on-time degree completion are just a few of the factors that can have a positive impact on improving college cost-to-degree. A set of peer institutions have been identified by the Coordinating Commission for Postsecondary Education (CCPE) to include colleges/universities that have similar student characteristics, degree programs, and financial support. A gap between spending per degree continues to exist between the State Colleges and comparable peer institutions that

is 30% lower per degree for the most recent data available from the National Center for Educational Statistics. The benchmark for this metric was set at \$68,000 while also seeking to maintain this peer spending gap at approximately 25% through 2025.

### Progress Toward Goal:

- Increase of \$2,133 in Spending per Degree (1-Year Δ)
- Decrease of \$3,631 in Spending per Degree (2-Year Δ)



## State Colleges are the Best Value for a Four-Year Degree

An affordable education ensures students across the State have access to quality education and strengthens opportunities for student success. For Nebraska families, cost remains a vital factor for new and transfer college students. For example, the careful fiscal management of Peru State College's services, ultimately providing more completed degrees for the dollars spent, maximized the State's investment.

As a responsible steward of both student tuition dollars and taxpayer dollars from the State of Nebraska, Peru State College consistently leads its peers in reducing spending per degree. The College has been and continues to be creative in streamlining processes while finding opportunities to provide a meaningful, and engaging education for students.



### College Level Data

FIGURE 19A: Spending per Degree Compared to Peers by College

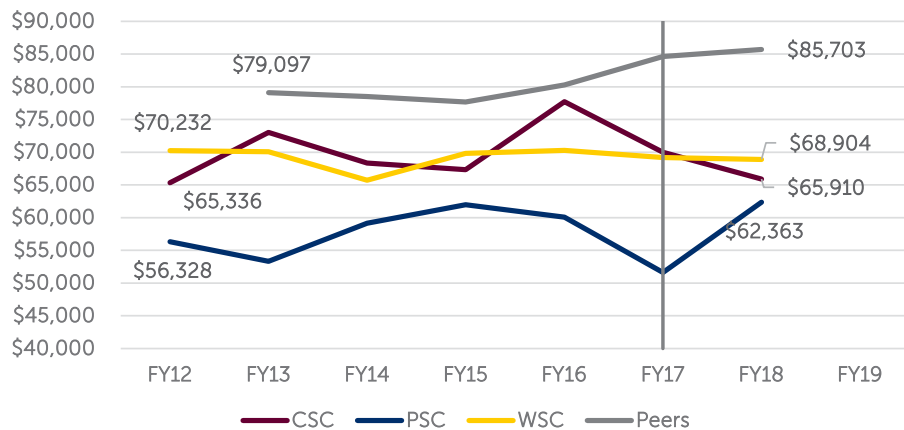


TABLE 19: Spending Per Degree Compared to Peers

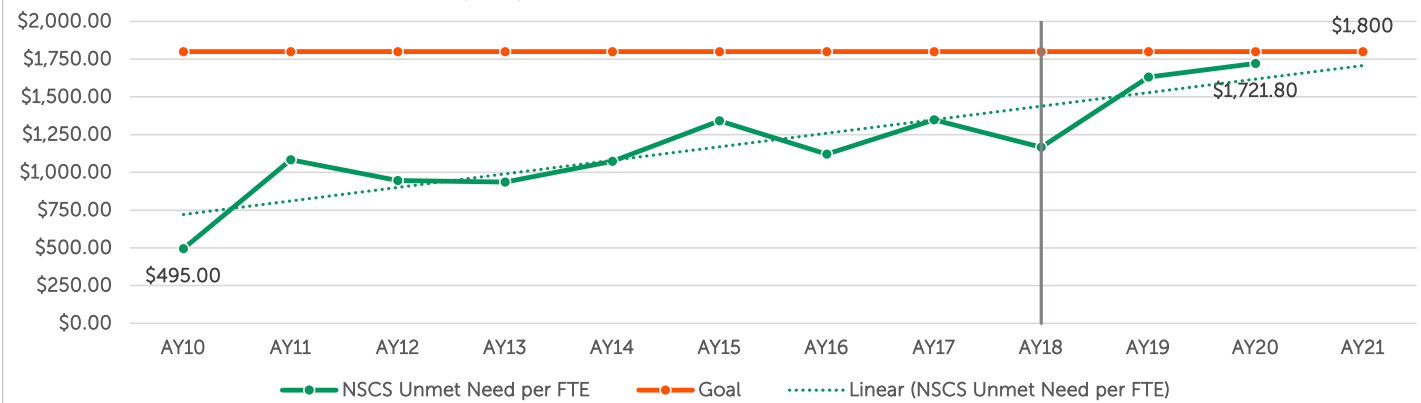
Fiscal Year	CSC	PSC	WSC	System
FY12	\$65,336	\$56,328	\$70,232	\$63,965
FY13	\$73,049	\$53,346	\$70,057	\$65,484
FY14	\$68,331	\$59,158	\$65,722	\$64,404
FY15	\$67,335	\$61,975	\$69,815	\$66,375
FY16	\$77,722	\$60,066	\$70,282	\$69,357
Baseline FY17	\$69,982	\$51,624	\$69,172	\$63,593
FY18	\$65,910	\$62,363	\$68,904	\$65,726

# Student Unmet Need per Resident Student FTE

## INDICATOR 20

The amount of unmet student need for each year is based upon the Unmet Needs Report each State College completes and submits to the Coordinating Commission for Postsecondary Education (CCPE) and compared to the resident student FTE for that year. These numbers reflect the total amount of unmet need for students attending the NSCS. Over the past decade, this estimate of unmet need per resident student FTE has grown significantly, with an overall increase of 347%. The State Colleges reached a high of almost \$6.9 million in unmet need for students in FY20, and \$1,721 per FTE.

FIGURE 20: Student Unmet Need per Resident Student FTE  
Nebraska State College System



For students, the difference between the combined grant/aid offers and the cost of attendance is referred to as Unmet Need. Traditionally an estimate of the Expected Family Contribution (EFC) is used in determining how much a family should be able to contribute to its student's educational costs. The EFC represents a measure of a family's financial strength (taxed and untaxed income, assets, benefits, etc.) and calculated using a common formula established by the U.S. Department of Education. As the overall Cost of Attendance (COA) which is the calculation of

all related educational expenses including tuition, fees, room, board, textbooks, and miscellaneous costs, has increased, families have an increasingly difficult time filling the growing gap between COA and the grant/aid available at their students' colleges. Programs like the Nebraska Opportunity Grant and College need-based scholarship programs serve an important role in helping to fill the growing gap in unmet need. However, increases in federal Pell awards have not kept pace with increases in the average COA; yet the percentage of Pell-eligible students in the Nebraska

State College System has remained consistent at 44% over the past seven years. This benchmark was set at \$1,800 per resident student FTE to increase efforts by the Colleges and with the State to hold the line on unmet need for Nebraska students into 2025.

### Progress Toward Goal:

- Increase of \$90 in Student Unmet Need per Resident FTE (1-Year Δ)
- Increase of \$555 in Student Unmet Need per Resident FTE (2-Year Δ)



## Wayne State Scholarships Help Meet Student Need

After establishing its first institutional Strategic Enrollment Plan, Wayne State College made renewable first-time freshmen scholarships a top priority to attract and retain students. To make the scholarship process user friendly, the College developed a simple online application and process to evaluate applicants and determine specific award amounts based on common practices within higher education (ACT/GPA), which determines the specific amount awarded to each student. Wayne State uses institutional dollars and donor-supported foundation scholarships to fund the scholarship program. The effect on student enrollment and retention is annually assessed to ensure scholarships have the greatest positive impact on recruitment and the College's mission of providing an accessible and affordable 4-year education. The retention rate for full-time, first-time freshmen returning their sophomore year has averaged 10% higher for scholarship recipients during the past three years.



### College Level Data

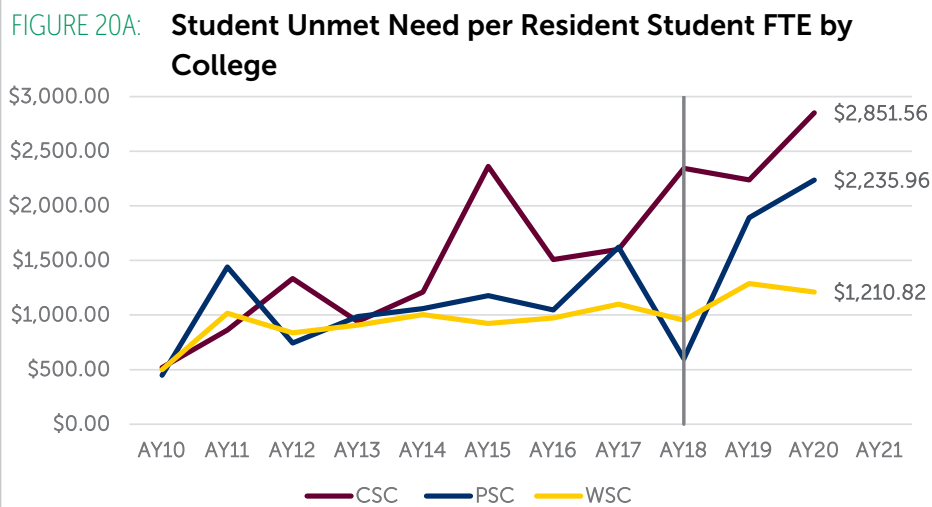


TABLE 20: Student Unmet Need per Resident Student FTE

Fiscal Year	CSC	PSC	WSC	System Average	Total Unmet Need
FY10	\$518.71	\$448.33	\$499.56	\$495.00	\$2,337,873
FY11	\$861.09	\$1,441.16	\$1,017.29	\$1,083.09	\$5,071,014
FY12	\$1,334.98	\$744.15	\$837.53	\$946.61	\$4,323,181
FY13	\$941.01	\$985.03	\$907.80	\$935.18	\$4,369,174
FY14	\$1,210.87	\$1,058.60	\$1,004.17	\$1,072.44	\$4,947,158
FY15	\$2,360.84	\$1,178.54	\$921.94	\$1,341.80	\$6,115,932
FY16	\$1,507.41	\$1,045.74	\$972.90	\$1,121.27	\$4,901,069
FY17	\$1,506.17	\$1,531.77	\$1,061.38	\$1,286.67	\$5,357,693
Baseline FY18	\$2,087.56	\$584.21	\$1,000.35	\$1,159.08	\$4,606,175
FY19	\$2,223.02	\$1,862.26	\$1,318.49	\$1,644.44	\$6,488,969
FY20	\$2,851.56	\$2,235.96	\$1,210.82	\$1,721.80	\$6,825,209

# ENDNOTES

- 1 As defined by the National Center for Education Statistics to represent "A measure of the rate at which students persist in their educational program at an institution, expressed as a percentage. For four-year institutions, this is the percentage of first-time bachelors (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall."
- 2 The Consortium for Student Retention Data Exchange (CSRDE) is an association of two-year and four-year institutions with the common goal of achieving the highest possible levels of student success through collaboratively sharing data, knowledge and innovation. Additional information about the CSRDE can be found at <http://csrde.ou.edu>
- 3 Six-year graduation rates for open access institutions was at a seven-year high of 28.1% for the most recent cohort according to data available from NCES.
- 4 Results from the National Association of Colleges and Employers (NACE) Internship and Co-op Survey found that approximately 60% of college graduates who completed a paid internship received at least one job offer.
- 5 These are annual data for each fiscal year, which includes fall, spring and trailing summer and represent an average based on workload reports prepared at each of the individual Colleges. The proposed 16:1 ratio represents a desired average for class size across the Nebraska State College System with recognition that instances will exist where smaller class sizes will be necessary to align with negotiated workload, and accreditation requirements. The inverse is also true, where large lecture sections will still be used to deliver course content when this method is warranted pedagogically.
- 6 During the 2018-19 academic year, College Presidents engaged with stakeholders and industry representatives across Nebraska to identify critical degree programs that are necessary for meeting workforce shortages. The areas identified include degree programs in Rangeland Management, Business Administration, Education, Industrial Technology, Computer Science, and Criminal Justice.
- 7 Using a conservative 2.5 multiplier to estimate the effect of one dollar in the economy that changes hands several times, the following is an estimate of that economic impact of the NSCS budget, mainly in rural Nebraska.
- 8 A conservative calculation of a per-student expenditure rate of \$75 per week along with the 2.5 multiplier and a conservative enrollment estimate also provides additional funds spent in the local area during the academic year.
- 9 These figures include federal loan programs such as Perkins and Stafford Subsidized and Unsubsidized.
- 10 Along with its sister institutions, the State Colleges use the following CCPE Peer Institutions:
  - Black Hills State University,
  - Concord University,
  - Eastern Oregon University,
  - Emporia State University,
  - Fairmont State University,
  - Minot State University,
  - Northern State University,
  - Northwest Missouri State University,
  - Northwestern Oklahoma State University,
  - Southwest Minnesota State University,
  - Truman State University,
  - University of Wisconsin-River Falls,
  - Valley City State University,
  - West Liberty University, and
  - Western State Colorado University.
- 11 Total cost to cover the average total net price for individual students is calculated by using IPEDS data for first-time degree/certificate seeking undergraduate students who graduated from high school in the past 12 months and are U.S. residents. Bureau of Labor Statistics data were used to determine CPI indicators for this metric.
- 12 Along with its sister institutions, the State Colleges use the following CCPE Peer Institutions:
  - Black Hills State University,
  - Concord University,
  - Eastern Oregon University,
  - Emporia State University,
  - Fairmont State University,
  - Minot State University,
  - Northern State University,
  - Northwest Missouri State University,
  - Northwestern Oklahoma State University,
  - Southwest Minnesota State University,
  - Truman State University,
  - University of Wisconsin-River Falls,
  - Valley City State University,
  - West Liberty University, and
  - Western State Colorado University.



# APPENDIX 1: DATA SOURCES FOR PERFORMANCE INDICATORS

## 1: Student Retention Rates

IPEDS Retention Rates based on October 15th Snapshot Enrollment data, provided annually by College Institutional Research (IR) Lead in Strategic Planning Worksheet (Tab 1).

## 2: Pell-Eligible Student Retention Rates

IPEDS Retention Rates based on October 15th Snapshot Enrollment and Financial Aid data, provided annually by College IR Lead in Strategic Planning Worksheet (Tab 1).

## 3: Undergraduate Degree Completion Rates (6-Year)

IPEDS Graduation Rates based on October 15th Snapshot Graduation data, provided annually by College IR Lead in Strategic Planning Worksheet (Tab 1).

## 4: Pell-Eligible Undergraduate Degree Completion Rates (6-Year)

IPEDS Graduation Rates based on October 15th Snapshot Graduation and Financial Aid data, provided annually by College IR Lead in Strategic Planning Worksheet (Tab 1).

## 5: Total Degrees Awarded, Undergraduate/ Graduate

IPEDS Graduate Data based on Fiscal Year (leading Summer, Fall, Spring), provided annually by College IR Lead in Strategic Planning Worksheet (Tab 3).

## 6: Total Degrees Awarded, Transfer Students

IPEDS Graduate Data disaggregated by College

tracking of Transfer Students, based on Academic Year (Fall, Spring, trailing Summer), provided annually by College IR Lead in Strategic Planning Worksheet (Tab 4).

## 7: Students Completing Academic Experiential Learning Activities

College tracking of student enrollments for all academic courses that involve experiential learning activities, provided annually by College IR Lead in Strategic Planning Worksheet (Tab 5).

## 8: Capital Investment in Infrastructure that Supports Student Learning

Data are pulled from the Additions to Capital Assets. The NSCS column agrees to the Audit Report (FN#3 Capital Assets) Total Capital Assets – Additions column. The breakout by College is pulled from the summary worksheet used for the footnote.

## 9: Student to Faculty/Staff FTE Ratios

Student and Faculty FTE Data as reported annually by College IR Leads on the Instructional Load Report. Staff FTE as reported by System Office staff and includes Non-Union Professionals, NSCPA Professionals, Non-Union Support Staff and NAPE Support Staff.

## 10: Distribution of Instruction Delivered by Full-Time Faculty

Distribution percentages of instruction delivered by Full-Time Faculty vs. Others, with Full-Time Faculty defined as those holding rank of Professor, Associate Professor, Assistant Professor, and Instructor. Data as

reported annually by College IR Lead on the Instructional Load Report.

## 11: Overall Undergraduate Completer Placement in Nebraska

IPEDS Graduation Data which is then matched with Nebraska Department of Labor Data, requested annually by the NSCS.

## 12: Undergraduate Completer Placement in Targeted Workforce Areas

IPEDS Graduation Data for specific programs identified as targeted workforce areas, which is then matched with Nebraska Department of Labor Data, requested annually by the NSCS.

## 13: Overall Student Enrollment

IPEDS Enrollment Data based on October 15th Snapshot data, provided annually by College IR Lead in Fall Enrollment Report.

## 14: Enrollment Growth in Targeted Workforce Programs

Enrollment Data pulled from Quantitative Annual Reports (QARs) specific to programs aligned to targeted workforce areas, provided annually by College IR Lead. Disaggregation and computation of these data can be found in the Strategic Planning Workforce Program Data Worksheet.

## 15: Economic Multiplier for Region/State

A multiplier of 2.5 is applied to 1) the total budget for each College and the System Office (from preliminary distribution of Funds) and 2) an Estimate of Student Annual Expenditures in the Community multiplied by Student FTE.

These two amounts are totaled to arrive at the economic impact.

## 16: Percentage of Funding (General Fund vs. Net Tuition)

Overall percentage of the NSCS budget appropriated by the Legislature versus amount collected through tuition charges.

## 17: Median Undergraduate Debt at Completion

Data pulled annually from College Scorecard Raw Data Document. The specific fields are GRAD-DEBT-MDN (Column BEW) and GRAD-DEBT-N (Column BFK). Amounts include only federal loans. (<https://collegescorecard.ed.gov/data/>)

## 18: Average Net Price Compared to Peers

IPEDS Data provided in NSCS IPEDS Analysis Data Tool Dashboard, specific to measure "Cost & Aid: Average Net Price".

## 19: Spending Per Degree Compared to Peers

IPEDS Data provided in NSCS IPEDS Analysis Data Tool Dashboard, specific to measure "Efficiency: Total Spending per Degree".

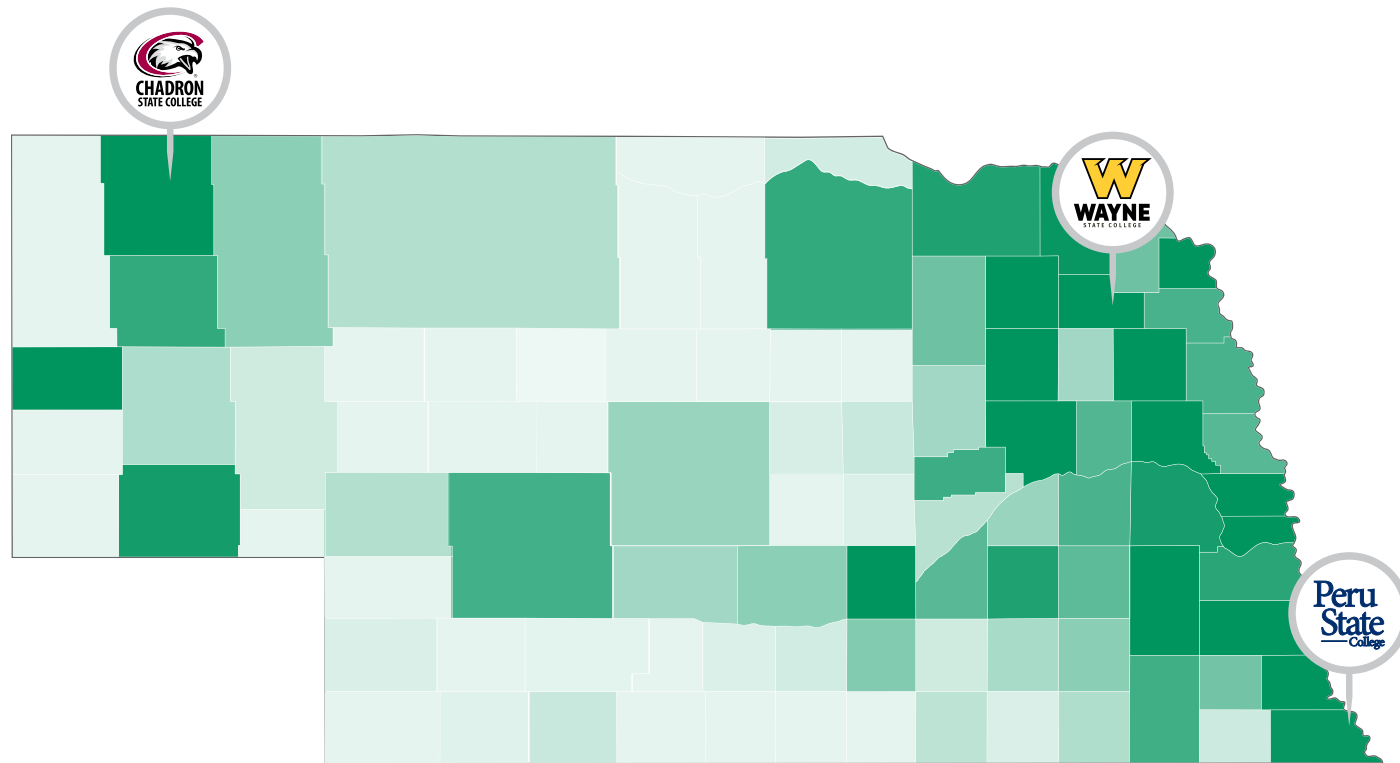
## 20: Student Unmet Need per Resident Student FTE

Data pulled annually from College Nebraska Opportunity Grant (NOG) Expenditures Report, submitted each year to the CCPE, as compared to Undergraduate Resident Student FTE data submitted each year in annual Enrollment Reports.

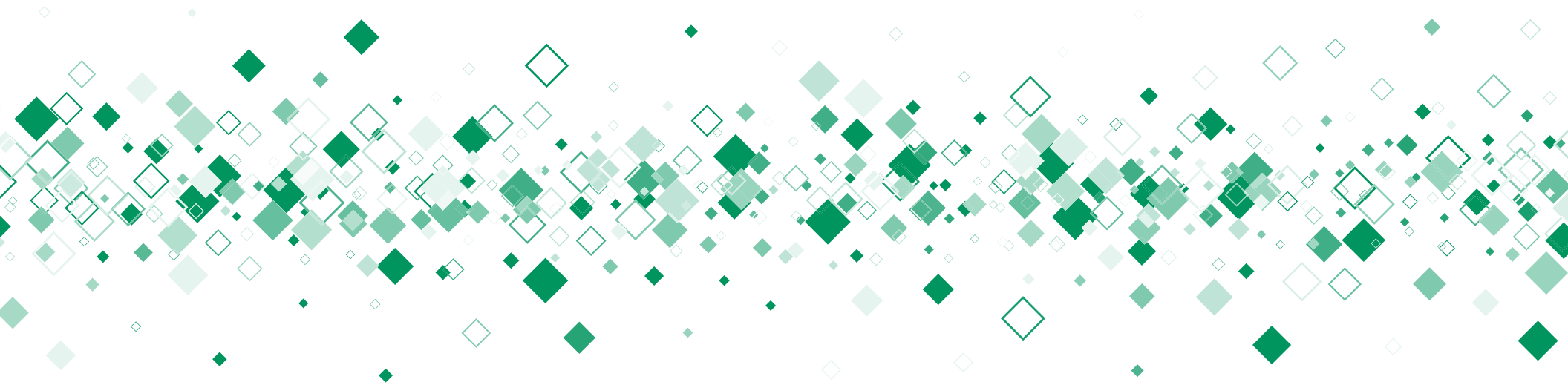


# APPENDIX 2: STRATEGIC PLAN SCORECARD UPDATE (YEAR 2)

		1-Year Δ	Overall Δ
<b>GOAL: Student Success and Completion</b>			
INDICATOR 1:	Student Retention Rates	1.0% ●	3.7% ●
INDICATOR 2:	Pell-Eligible Student Retention Rates	3.0% ●	4.0% ●
INDICATOR 3:	Undergraduate Degree Completion Rates (6 Year)	0.2% ●	4.6% ●
INDICATOR 4:	Pell-Eligible Undergraduate Degree Completion Rates (6 Year)	1.0% ●	6.0% ●
INDICATOR 5:	Total Degrees Awarded, Undergraduate/Graduate	50 ●	-39 ●
INDICATOR 6:	Total Degrees Awarded, Transfer Students	-32 ●	-21 ●
<b>GOAL: Institutional &amp; Academic Quality</b>			
INDICATOR 7:	Students Completing Academic Experiential Learning Activities	-98 ●	-105 ●
INDICATOR 8:	Capital Investment in Infrastructure that Supports Student Learning	-\$6,189,624 ●	-\$6,523,253 ●
INDICATOR 9:	Student to Faculty/Staff FTE Ratios	1.5% ●	0.7% ●
INDICATOR 10:	Distribution of Instruction Delivered by Full-Time Faculty	-2.4% ●	-1.6% ●
<b>Workforce and Economic Impact</b>			
INDICATOR 11:	Overall Undergraduate Resident Completer Placement in Nebraska	-1.0% ●	-2.7% ●
INDICATOR 12:	Undergraduate Resident Completer Placement in Targeted Workforce Areas	-0.5% ●	-5.9% ●
INDICATOR 13:	Overall Student Enrollment	28 ●	239 ●
INDICATOR 14:	Enrollment Growth in Targeted Workforce Programs	-9 ●	62 ●
INDICATOR 15:	Economic Multiplier for Region/State	\$15,073,267 ●	\$26,732,154 ●
<b>Access and Affordability</b>			
INDICATOR 16:	Percentage of Funding (General Fund vs. Net Tuition)	% General Fund: -0.3% ● % Tuition: 0.3% ●	-0.2% ● 0.2% ●
INDICATOR 17:	Median Undergraduate Debt at Completion	\$213 ●	\$429 ●
INDICATOR 18:	Average Net Price Compared to Peers	\$965 ●	\$1,550 ●
INDICATOR 19:	Spending Per Degree Compared to Peers	-4.3% ●	-6.3% ●
INDICATOR 19:	Spending Per Degree Compared to Peers	\$2,133 ●	-\$3,631 ●
INDICATOR 20:	Student Unmet Need per Resident Student FTE	-2.7% ●	14.7% ●
INDICATOR 20:	Student Unmet Need per Resident Student FTE	\$90 ●	\$555 ●



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